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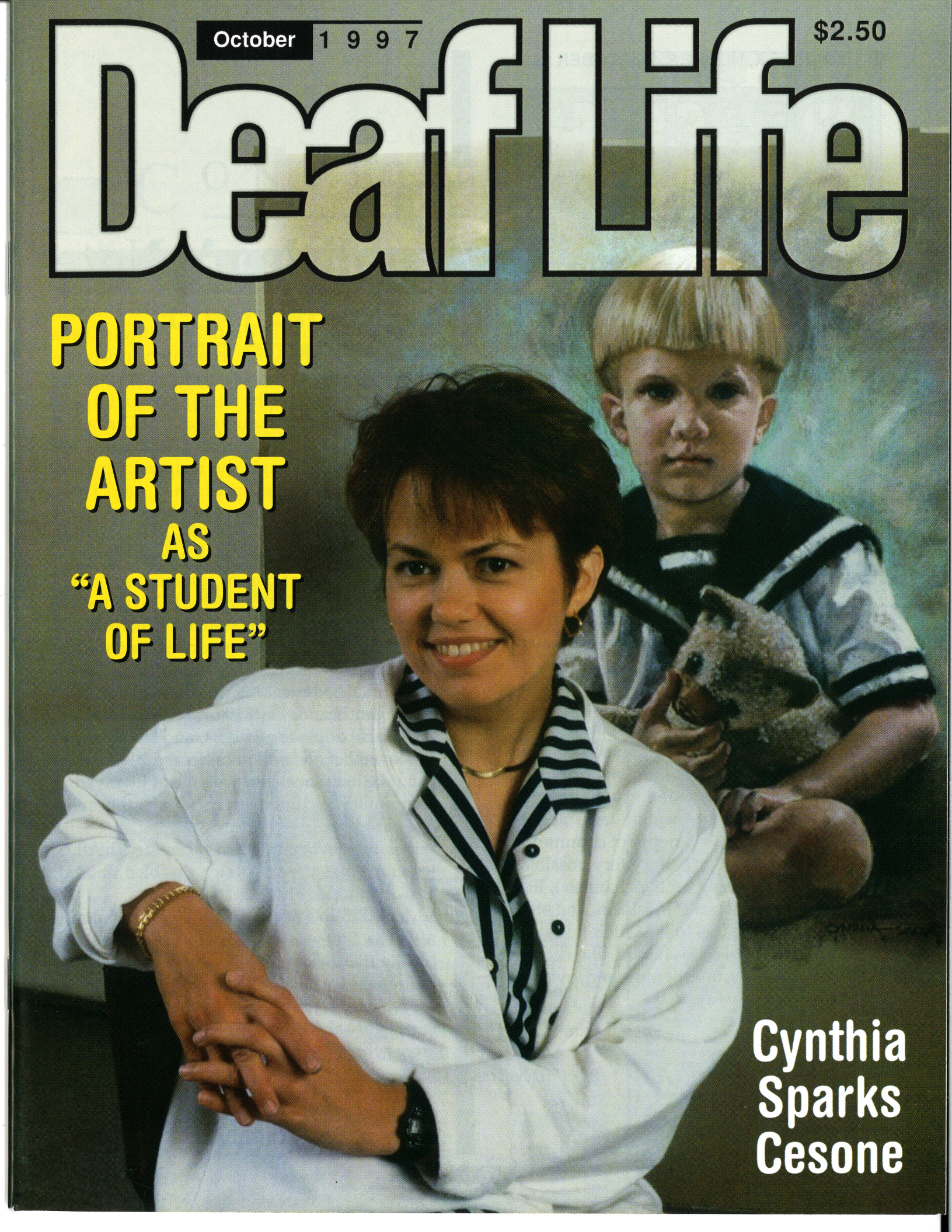
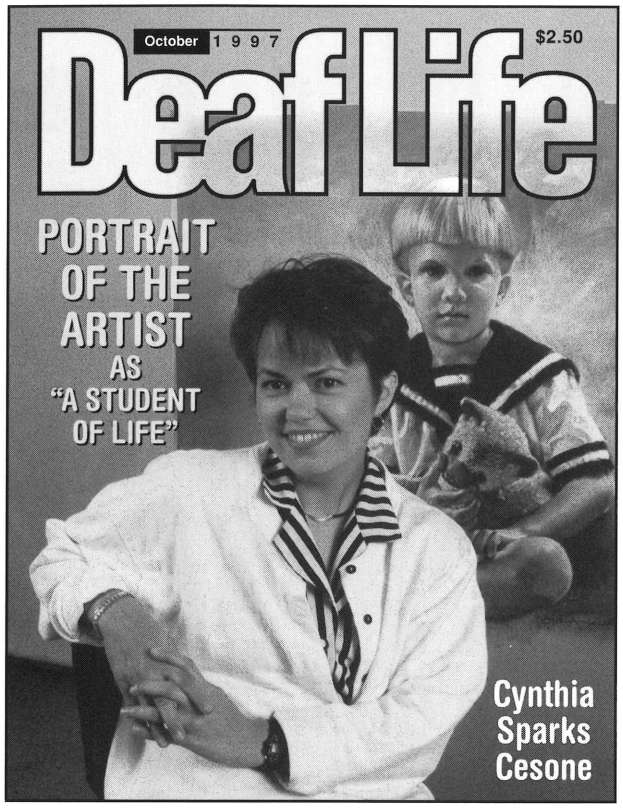


PORTRAIT OF THE ARTIST AS "A STUDENT OF LIFE"

Cynthia Sparks Cesone

VOLUME X, NUMBER 4 OCTOBER 1997



COVER

DESIGN BY.MATTHEW S. MOORE
PHOTO COURTESY OF PEGGIE PARSONS

WHAT MAKES AN ARTIST? Talent, inspiration, a hunger to create . . . and it helps if you're from an artistic family, too! Cynthia Sparks Cesone is the daughter of the well-known portraitist William Bruce Sparks, and has become a skilled portraitist herself. She talks about growing up deaf, the varieties of communication (she believes in using every possible modes and exploring all the channels), literacy, schooling, Deaf self-esteem, and stereotypes. Her ideal is to be a lifelong "student of life." And a good student, like a good artist, is observant, questioning, and loves to explore new pathways. 10

Publisher's Note

The Deaf community was shocked and saddened by the sudden deaths of Princess Diana on August 31, and Marie Jean Philip on September 24. This issue contains tributes to both.

What may still not be widely known (at least in the hearing community) was that Diana had close and long-standing ties to the British Deaf community. Although she resigned her position as Patron of the British Deaf Association when she gave up most of her honorary posts last year, she certainly showed, in action, that she respected Deaf people and their language. Other members of the royal family, so far as I know, have been Patrons of the BDA. But whatever Diana did made headlines. When she addressed two BDA conventions in British Sign Language, it "brought down the house." What other royal had ever taken the time to learn BSL?

Her concern for Deaf issues, Deaf education, and Deaf people touched us, and benefited us. We loved her and will miss her terribly. No one can take her place. But we *can* get involved in community (and international) affairs, the causes she cared about—the campaign against land mines, improving the lives of people with AIDS, lessening the suffering of sick, disabled, abused, and abandoned children.

Marie Philip's death is a loss for our community, too. She was a champion of Deaf culture, the rights of deaf children, and a pioneering bilingual-bicultural teacher.

On a lighter note . . . I'm pleased to feature a cover story about Cindi Sparks Cesone, a young artist who's a wonderful asset to our community.

Matthew S. Moore

CONTENTS

. . . A FEW MORE WORDS

COP LAND: COP-OUT OR COMPLIMENT?

■ After reading a sarcastic remark in **DeafDigest** about the recently-released movie, ***Cop Land,*** in which Sylvester Stallone plays a hard-of-hearing character, Lauren Christy wrote a response, which she's shared with us. She raises some good (and uncomfortable) questions about identity, frustration, and confusion, and what can be done to improve HOH/Deaf relations. **24**

One Reader's View

BLANK SIGNALS

■ What kind of a message is TV sending Deaf and disabled viewers when it almost never shows any signing or disabled characters or background extras in popular prime-time series? Deaf characters usually show up as guest stars, once, then promptly vanish. And what about Deaf participants on talk or game shows? Oh, *puh-leeze!* Steve Sandy ponders the distorted images of TV's "blanked-out" picture—the final holdout against reality? **26**

READERS' VIEWPOINT

DEAFVIEW

UP TO THE PLATE!

■ Not surprisingly, of the 793 responses we got to our "Deafview" question about "Dummy" Hoy, 95% agree that yes, he belongs in the National Baseball Hall of Fame—not because he was deaf, but because of his outstanding contributions to the game. "His statistics were better than some Hall of Famers," notes one reader. Another draws a parallel with Jackie Robinson. Is Hoy Hall of Fame material? "Yes!" says another. "He earned it!" **30**

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Deaf Life

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LETTERS

Curing deafness: fads & fashions

Matthew:

Thanks so much for the recent note and extra copy of that terrific article [on Creative Access' fifth anniversary, July issue] . . . appreciate *allllll* your work a lot! Just got a lovely award from TDI and will try to send short press release soon. I certainly do encourage **Deaf Life** to continue its terrific coverage on the newest, cutting edge controversy in our national/international Community . . . the "cochlear implant" rage. I remember when my son was two years old, having been diagnosed at Johns Hopkins as having a "severe to profound" sensori-neural hearing loss, a fad was sweeping the nation at that time as well—everyone and their grandmother was running to stick needles into their kids' heads in desperate search for a "cure" for their kids' deafness. Then it was called acupuncture. Somehow, even though I must admit that we were tempted too, the gods were good and helped me realize what a terrible message we would be sending to our child, e.g.. "Your deafness is *sooooo* horrific to us that we would put you through any kind of pain to make you hear . . . or something like that would be transmitted (consciously or not) by running to the acupuncturist.

But the saddest part about what our current crop of hearing parents are doing is related to the permanency of the cochlear implant: ONCE IT'S DONE (and everyone knows that in order even to [receive] an implant, the medics first destroy ANY and ALL hearing the child might still have), THAT'S IT FOR LIFE. Sigh. Little kids, two and three years old who will never have chance to "undo" this permanent thing connected to their brain. Once again, the more things change, the more they remain the same.

Regards—

Carol Finkle
Philadelphia, Pennsylvania

Putting theory into practice

Recently, I read the article on "Is it important for interpreters to socialize with the deaf community?" by Sherry Pifer, Hutchinson, Kansas [July 1997 issue]. Growing up in the Deaf Community, I am a very proud CODA. Currently I am employed at the Internal Revenue Service as an Interpreter/Reasonable Accommodations Coordinator; one of my duties with one of our Deaf employees is to teach American Sign Language to our hearing managers/employees.

I STRONGLY encourage the students to socialize with the Deaf employees within the workplace. One of the assignments is to have the hearing student introduce themself to a deaf employee, interacting with that Deaf person. The student then must introduce the Deaf person to the class. We also have a silent luncheon, all Deaf employees participating in this event. Many hearing students voice their concerns, feeling that they would be interrupting the Deaf employees if they attempted to communicate with our Deaf employees using the sign language they are learning in class.

I have told the students, "If you are concerned about interrupting, then *why* are you taking a sign class in the first place?" The hearing students who are not serious, are told they must also be willing to go to any length to learn American Sign Language. I take the Deaf Community & RICH Culture Serious, I therefore ask students to take it serious or leave. ***I am requesting permission to copy and use this***

LETTERS

article for teaching purposes during sign class/also during New Manager's Training Classes.

Brenda Kampe
Certified IV
Texas Commission for the
Deaf/Hard of Hearing
Dallas, Texas

Editors' note: *Permission was granted. To clarify a misunderstanding: Sherry Pifer asked the question. We provided the response.*

"Thanks for standing up for me, Mom!"

Re: "Fair-minded reporting—or 'biased botch'?"

I am not sure who to directly address this to, but I'd like to make a comment in regards to what was said in this article.

My issue is not related to Cochlear Implant but I want to comment on what a statement was said.

If you will please turn to page 14 of August 1997 edition of **Deaf Life**, the very last paragraph where Judy Weiss made the comment about her son. The last sentence she said, "Well, I want more for Louie than a career running a Xerox machine, thank you very much. And guess what? So does Louie."

That statement made me think back on what my mother said. It was a similar situation. I had just graduated from college, and right off graduating, I got a job as a Deaf Services Coordinator at a Center for Independent Living. My mom works at the hospital in my hometown where I grew up, and got my hearing aids while I was in high school and early college years from the hospital. This lady who was my Audiologist ran into my mom one day. They caught up with each other about what was up, and naturally I became a topic in the conversation. My mom proudly announced that I had just graduated and would be moving to start a job as Deaf Services Coordinator. She, the Audiologist, had said how great it was, and asked why I couldn't work at the hospital as there are job opportunities at the hospital. My mom's reply was "I don't mean to sound like a snob, but she (me) can do better than a housekeeping job."

I would like to end this with a big THANKS to my mom who stood up for me all those years, and go ahead and be a snob for me! The people need to know the fact that we CAN DO it!! Thanks, Mom! Love you!

Amy J. Blough
St. Louis, Missouri

"I would like to learn more"

I will be attending Kansas State University in the fall, where I am pursuing a bachelor's degree in Communication Science and Disorders. I hope to attend a Master's Degree program in Deaf Education.

I am hearing impaired—my hearing loss is classified as Moderate to Severe—but I know relatively little about the lives and unique culture of the members of the deaf community. I would like to learn more about this interesting subject, and any information you could provide would be very helpful.

Thank you for your time.

Kati Moyer
Alta Vista, Kansas

Editors' note: *We sent some useful information, and hope that Ms. Moyer will "join the dialogue" as a regular subscriber.*

"I don't need to be like hearing"

Dear National Deaf Inc.,

I read a book called "Listening With My Heart." I found out

that Miss America, Heather White[stone] said, "I want to show Deaf people can use their voice just like me."

I am proud just being Deaf. I don't need to be like hearing. Being Deaf is very interested and very special. If I were hearing instead of deaf it would be boring to me. Why do they treat Deaf people they must have perfect speech? Why is it important to be like hearing people? G-d put us on this Earth to be proud of ourselves, not to be judged upon how are speech is!

Sometime hearing aids can help Deaf people. I tried putting my hearing aid on and it was noise. I couldn't caught words that people were saying to say to me. I think inside my ear is naturally quiet. When I wore hearing aid it gave me a headache. Some Deaf people feel that way.

Some Deaf people have problems using loud voices because it hurts their throats. It takes a long time to learn to pronounciate words, because after you've done that you have to remember them too. It's too much stress to do both. Do we have to make hearing people to learn sign language? NO, only if they feel comfortable learning with it.

Hearing and Deaf people had brain smart equal. Voice doesn't determine how smart a person is. Everyone is different individual and Miss America needs to accept Deafness!!!!

Lina Kogan
Omaha, Nebraska

Preventive medicine?

Michael M. Merzenich, Ph.D., is a physiologist and he is a professor at the Keck Center for Integrative Neurosciences at the University of California, San Francisco. Some of his research was important in the development of the current cochlear implants.

In the July 1997 issue of The American Psychological Association's publication **MONITOR**, an article was printed titled, "Do Hearing Devices Impair Deaf Children?" The writer, Rebecca A. Clay, quoted Dr. Merzenich as saying about Deaf Culture: "The simple fact is that if the culture could be reliably wiped out, it would be a good thing to wipe out."

I sent an e-mail to Dr. Merzenich asking if this quote were accurate. His response was, "I am absolutely astounded to have my name associated with such a statement. Not only is the statement out of context, but it is idiotic."

I am sure he wasn't "astounded" and I am sure he didn't think it was "idiotic" until I told him I had read his statement and that I had a Bachelor's degree in Deaf Studies and that I was interested in preserving Deaf Culture and ASL. Further, he does not deny making this statement, he only says it is out of context. Since he does admit to saying it, we need only wonder what its original context was. I am sure that putting his statement back into its original context would have very little, if any, impact on its extremely obvious meaning.

I also sent an e-mail to the article's author asking about Dr. Merzenich's quote. Her response read in part, "As his [Dr. Merzenich's] response to your inquiry suggests, his goal is obviously not to eradicate a culture but to eliminate the cause of the culture's existence." Obviously, there is no difference between eliminating the cause of a culture's existence and eradicating that culture. "Eliminating the cause of a culture's existence" and "eradicating a culture" are the same thing.

If you would like to inquire further into this matter, you can contact Dr. Merzenich at:

LETTERS

Merz@phy.ucsf.edu. And you can contact Rebecca Clay at: Clayra@aol.com.

Brice Alden
Simi Valley, California

A real university?

✏ *This is a copy of an E-mail that has been widely distributed through the Deaf community. We received one of these copies.*—Editors

Make a call to the US Department of Education. Ask them if Gallaudet University is categorized BY THEM as a real "University" (institution of higher education) or as a "special'school for disabled students."

You may get a real surprise.

ANY place that gives classes in the USA can call itself a "University," even on a street corner with 10 students.

BUT a real "University" according to US Department of Education rules, admits regular students at 12th grade English literacy levels.

Instead of calling people "Wacko," why don't you try investigating this yourself with the US Department of Education??

An ADULT checks out and researches information instead of insulting other people.

Further, the book on the establishment of Gallaudet College written by E.M. Gallaudet HIMSELF, shows that Congress never intended Gallaudet College to be a real "College," and Congress noted that no intelligent person would ever consider a "degree" from Gallaudet for a deaf student to be equal to a regular University degree. This is an actual transcript in Gallaudet's book from Congressional discussions when Gallaudet "University" was established.

Everyone in the field of education knows that Gallaudet is not a real University. It is about time that Gallaudet tells the students and the parents of the students about the TRUE nature of Gallaudet "University."

P. R. Caswell, B.A., M.S., J.D., C.P.D.C.
Los Angeles, California

✏ *We sent a copy of this E-mail to Mike Kaika, our contact at Gallaudet University's Office of Public Relations, and asked him if these allegations were true. Here's his response.*—Editors

The following is a reply to Paulette Caswell's remarks, which the PR Office has distributed to the campus and for outside media as well.

1. The Department of Education has no role in determining what is or is not a university. The Department tends to refer to every school, college, institute, or university generically as an "institution." The **American Heritage Dictionary** defines "institution" as "an established organization; especially one dedicated to public service, such as a university." So, yes, Gallaudet is an institution; so is Harvard.

2. Gallaudet was designated a university by an act of the U.S. Congress in 1986, and like all universities in the country, is governed by a Board of Trustees and enjoys full accreditation from the Middle States Association.

3. Gallaudet's undergraduate degrees are recognized by graduate schools all over the nation. Indeed, close to 50% of our graduates pursue advanced degrees in some of the country's best graduate schools.

Mike Kaika
Director of Media Relations
Office of Public Relations
Gallaudet University
Washington, D.C.

All letters must be signed and have a return address. No anonymous (unsigned) letters will be published, but we will withhold your name on request. Send letters to: **DEAF LIFE**, c/o MSM Productions, Box 23380, Rochester, NY 14692-3380. FAX: 716-442-6371. E-mail: deaflife@deaflife.com

FOR HEARING PEOPLE ONLY™

Are hard-of-hearing people part of the Deaf community?

This question leads to others: Do they want to be? Should ASL-Deaf people make better efforts to welcome them? How do HOH people identify themselves?

There are not many valid generalizations we can make about the issue, because the hard-of-hearing population is determinedly diverse and cussedly individual. Hard-of-hearing persons are part of the global community. They can be part of the Deaf community if they want to be. But does the Deaf community want them?

The situation is complex and sticky. "Hard-of-hearing" can denote a person with a mild-to-moderate hearing loss. Or it can denote a deaf person who doesn't have/want any cultural affiliation with the Deaf community. Or both.

"Hard-of-hearing" is not just an audiological situation, it's a state of mind, an attitude, and, in some cases, a psychological defense. ("I'm *not* deaf, I'm hard-of-hearing!") The HOH dilemma: in some ways hearing, in some ways deaf, in others, neither.

Where do HOH people fit into the scheme of things? There is deplorable prejudice in our community. But it's not simply a case of ASL-Deaf people snubbing HOH. We have seen plenty of HOH snobbery, too. It's not at all unusual for HOH children attending schools for the deaf to feel that they're "better" than profoundly deaf children. If "hearing" confers social status, then having perfect hearing is "best," having some hearing is "good," and having little or no hearing is "bad." So if "hard-of-hearings" are in the middle of the audiological hierarchy, they're below "hearings" but above "deafs." Does this seem ridiculous? Yes, but social interactions are guided by such distinctions. And our self-identity and social perceptions (who we are, whom we choose to interact with, etc.) may be profoundly influenced by our early exposure to these distinctions.

That's one reason why deaf and HOH people have taken to the Internet with such enthusiasm. Social distinctions don't apply in cyberspace . . . except when it comes to sound effects and telephonics.

"Hard-of-hearing" can be used as a self-descriptive label to avoid any identification with signing-Deaf. It thus includes persons who are profoundly deaf, which adds to the semantic confusion. We're startled when we see news releases or articles about "hard-of-hearing"

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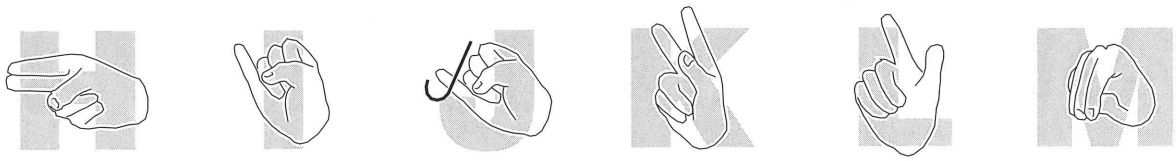

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people getting cochlear implants. We were under the impression that implants are prescribed only for profoundly deaf persons. Can one be profoundly deaf and hard-of-hearing? Apparently so. Can one be hard-of-hearing and ASL-Deaf? That's possible, too. Can one be hard-of-hearing and function as hearing? Of course. What about being hard-of-hearing and functioning as a member of both the hearing and Deaf communities? That's a delicate tightrope-balancing act, but it too is possible.

As for the political dimension: HOH people can be allies of the Deaf community . . . or enemies. They can choose to join or to ignore it. They can participate in the social, cultural, political, and legal life of the community along with culturally-Deaf . . . or live their lives completely within the parameters of the "Hearing world." In a sense, they have more choice, and more leeway, than do audiologically-deaf people. But they may (or may not) have a more difficult time establishing a satisfying cultural/social identity.

The term "Deaf and hard-of-hearing community" explicitly includes them. What about the term "Deaf Community"? Does it include hard-of-hearing people too? We feel that it should . . . that is, if the hard-of-hearing people *want* to be included.

The National Association of the Deaf is technically for deaf *and* hard-of-hearing persons, but has long been identified with advocacy for culturally-Deaf people. Howard E. "Rocky" Stone, an audiologically-deaf (late-deafened) ex-CIA agent who preferred to identify as "hard-of-hearing," founded Self Help for Hard of Hearing People, Inc., to focus on the needs and concerns of hard-of-hearing people, as distinct from "deaf" or "Deaf." SHHH's emphasis is not on cultural affiliation but in coping and getting social support and technological assistance. There is, of course, some overlap. Some SHHH members also hold membership in the NAD (or ALDA—or the Bell Association, for that matter). These organizations have their own particular agenda, and while these agenda don't always mesh (e.g., the official positions on cochlear implants for children), there are many shared areas of concern: captioning of TV programming and movies, real-time captioning in classrooms and courtrooms, telecommunications access, Internet access, public facilities (payphone TTYs, visual-signaling devices in hotel rooms, etc.), employment, and the implementation of the ADA.

One major difference (or point of contention) between HOH and Deaf is the attitude towards sign language and ASL. If you don't sign or don't sign well, you're likely to be branded "hard-of-hearing." Does "hard-of-hearing" mean "shunning sign"? Not necessarily. Shortly after he retired as Executive Director of SHHH, Rocky Stone addressed a Commencement Day audience at Gallaudet University in sign language, and the gesture (no pun intended) was much appreciated. Should hard-of-hearing people be compelled to learn sign language, then? No. It should be a voluntary commitment. Should ASL-oriented events include oral interpreters for the benefit of hard-of-hearing nonsigners? That depends on the people involved. Do HOH people *want* to attend Deaf Culture events? If so, they should make their needs known to the organizers and planners—and get involved.

Have a question about Deaf people and their culture?...Write to:
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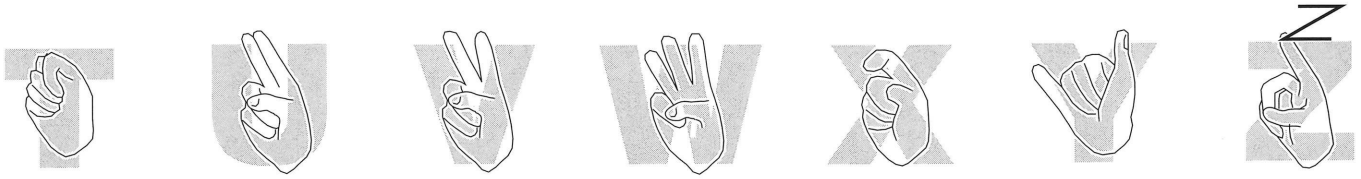


"A Student of life":

Cynthia Sparks Cesone, design and portraitist

She has sparkling eyes, a piquant face, and a warm smile as she signs and talks. She's gentle and charming, yet charismatic. For all her gentleness, she's a young woman who has faced and survived formidable challenges throughout her life. Although she works full-time for the government, she squeezes in whatever spare time she can for painting portraits. After all, she's the daughter of William Bruce Sparks, the renowned portraitist, who has "captured" several of Gallaudet University's presidents.

As a computer-graphics specialist, Cindi works with hearing colleagues. She doesn't need to scribble notes, but using her speaking and speechreading skills, keep pace. She's accepted the training and competition with her goal being management or a higher position, without letting her deafness (or other people's misconceptions of deaf people) stop her. In fact, her supervisor often depends on her to assist with big, demanding tasks and too many rush jobs, so she's often gone home utterly exhausted, "more dead than alive."

Cindi was born deaf to deaf parents—William and Betty Sue (Gibbs) Sparks of North Carolina—but ironically enough, her deafness wasn't detected until she was nearly 4! Her year-older brother Mike was hard-of-hearing, so she simply speechread him and copied him, the way he used Sim-Com and talked with his hearing friends!

Betty and William Sparks believed in having English as their first language and communicated in Sim-Com or sign, more or less in English word order. Although Betty is from a deaf family, she used her voice as she did storytelling in sign from Cindi's earliest days. Not surprisingly, Cindi became an avid reader before starting school. She quickly learned how to write, and has enjoyed writing ever since.

Hearing children of deaf parents sometimes develop poor speech patterns, since deaf parents may not have good speech and can't monitor and correct their children's speech as hearing parents instinctively do. Unaware that their daughter was deaf, Betty and William did something quite unusual: despite their tight budget, they hired a speech therapist! "For a while before my parents were aware of my hearing loss, they hired a speech therapist for my brother and for me, too," Cindi says. So when she was two-and-a-half years old, she began a speech-therapy regimen. She admits having still-livid, absolutely horrible memories of that hated specialist who couldn't sign, made her look at pictures, repeated the same words over and over again, and "rubberlipped" at her (without real communication) until she was ready to climb the walls!

When Cindi was 4 years old, others finally realized that she was deaf. She was attending daycare at the time. The "moment of discovery" occurred one day while she was playing in a sandbox with the other kids. The school bell rang and all the others scampered back to class. Cindi continued playing in the sandbox. A teacher approached and tapped her on her shoulder. She was dumbfounded to find herself alone in the sandbox. She suspected something was wrong with her. The teacher observed her more closely—Cindi did not sing with the others, but sat there fiddling with her shoelaces. Betty and William were immediately notified.

Cindi recalls, "Once they were informed of my probable hearing loss, they promptly took me to an audiologist who recommended a bulky Zenith body-pack hearing aid, [complete with earphones

and harness]. When I received them, my parents made arrangements to enroll me at the North Carolina School for the Deaf in Morganton." She began there when she was 5.

Believe it or not, throughout her school years, she *liked* wearing the earphones and harness!!! They heightened her awareness of sound, communication, and her surroundings. She delighted in the ability to make use of her residual hearing to explore the world around her. The experience was positive, primarily because no one else had a negative attitude toward her earphones-and-harness getup—at least until she reached the "sensitive" stage of adolescence (10 to 13), when peer pressure began. Ironically, she first experienced the pressure at NCSD, then, of course, re-experienced it in public school.

But Cindi continued being exposed to her brother's relatively clear speech, and to speech and sign with deaf and hearing peers. Betty and William Sparks believed in stimulating communication not just at home, but everywhere the family went: shopping, traveling, picnicking, or visiting. "My parents, extended family members, and siblings were, indeed, my first role models. Even my parents' deaf (adult) friends were also models for me when they would bring my family to [occasional] deaf social gatherings. Many of them were oral-trained so they moved their lips in English words as they signed. Typically, this is the 'classical' exposure of PSE / ASL among the deaf of deaf families.

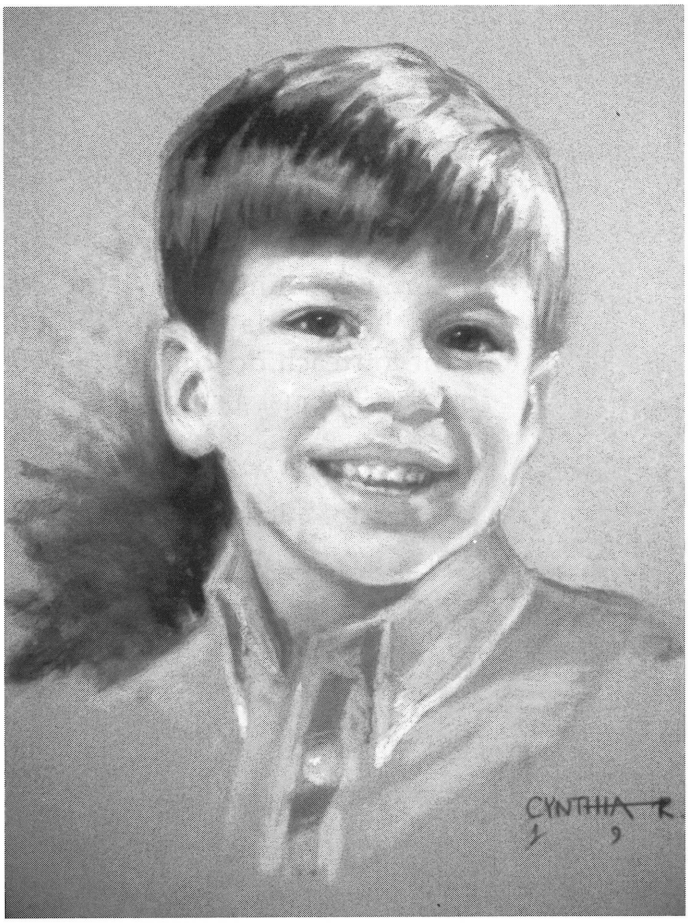
"During my adolescent years, I also got some exposure to speech from my two younger sisters, who are both hearing. I continued to get their assistance throughout high school and college."

At NCSD, she had hearing teachers who spoke, signed, and wrote while using an FM-type system (amplifiers with microphones for the teachers) in the classroom. "I was too young to know specifically what type of amplifying system this was called; however, I do recall vividly the body-aid amplifiers, which were accompanied by headphones with an adjustable volume [knob]. All of my teachers used microphones during the full course of classroom teaching. This system was helpful only for those who had some degree of residual hearing (myself included); however, for the profoundly deaf, the system did not help at all."

"I have personally witnessed alienation among my own deaf peers who have felt incompetent to think and write in English. One friend even relied on me to write personal letters on her behalf to her own hearing family member. I feel a crushing shame to witness her lack of confidence in writing to her own dearest loved ones!"

She was thrilled to see her speech teachers signing as well as speaking. Because they had a good attitude, she was motivated to speak and to improve her speech skills. "All of my speech teachers who were able to sign were very patient and encouraging. Collectively speaking, they offered professional guidance and praise to everyone. For me individually, I felt that this experience was very positive because of such clear exchange of communication between my speech pathologists, myself as well as my classmates. It was a sharp contrast from the gnawing experience I had with the private speech therapist who worked with me and my brother. When I was much younger, I was very intolerant of this speech pathologist's inability to fully communicate with me. As a result, I did not feel any desire to motivate myself in speech-session classes."

Speech therapy at NCSD could be a most enjoyable experience. Cindi recalls: "At NCSD during my middle-school years, AT&T sponsored a new pilot technology program, which was applied in speech-therapy classes. It entailed use of a visual device as an aid to the learning process. The device was a computer monitor equipped with two microphones. One microphone was used by the speech pathologist and the other by the student, alternatively. Every time the speech pathologist said a word, the computer screen would display an abstract image (i.e., twisted circles, lopsided ra-



dials, etc.). In turn, each student had to pronounce the same word into the microphone and capture the same, exact shape projected on the screen. The challenge was to pronounce correctly to capture the same image on the screen, an identical match to the teacher's. Students knew immediately if they mispronounced their words because the visual image on the screen would not correspond exactly to the image created by the teacher. This device was quite stimulating and a fun, coveted 'toy' for the partially deaf and the profoundly deaf alike.

"The keys to the success of this approach were: (1) the speech pathologist had good signing skills to communicate and explain concepts to us, and (2) we had a *visual device* as a tool for speech-therapy lessons. Spoken sounds are intangible and therefore difficult to illustrate. The computer screen served as a tool to, at least, portray directional lines, shapes, and patterns of various sounds."

In middle school, Cindi saw her deaf peers using not only PSE, but ASL—her first exposure to "pure ASL." There were certain students at NCSD who used a very expressionistic, theatrical ASL—a kind of signing that wasn't used much, if at all, in her family. She enjoyed it. "I remember my peers using very theatrical, exaggerated expressions of ASL. Within my family, this type of animated ASL was not their 'norm' of sign-language communication. Concurrently, (during middle school) I was also exposed for the first time to the exaggerated ASL signs by the National Theatre of the Deaf. I knew those signs were not the usual conversational type of signs used within my family or daily communication; however, I recognized 'pure ASL' as the 'epitome language' among my deaf peers at NCSD.

"Here is a breakdown of my language exposure: (1) Combination of PSE/ASL from my parents, aunt and uncle, another uncle, as well as their adult friends who are also deaf. To this day, my parents and family continue to use primarily PSE to communicate with each other, not 'pure ASL.' (2) The 'old-fashioned ASL' from my grandmother Estelle, who [only had a 9th-grade education but] is a dynamic, energetic, and hard-working woman with a good sense of hu-

mor. She always has such an outgoing personality. Her signs are very much different from the 'contemporary ASL.'

"I perceived theatrical ASL as an embellished fashion of communicating in ASL. To a certain extent, this form of communication expressed concepts vividly in a visual manner for me and my peers. Theatrical ASL was fun and very liberating, in a sense. It still is today. However, I understood ASL as a separate 'entity,' apart from English. I don't think I realized this in a very analytical way when I was growing up, but I was definitely aware of the distinction between the two languages."

Cindi's Aunt Mary and Uncle John Yeh were freshmen at Gallaudet College when she was a new student at NCSD. Her interaction and quality of communication with them increased while she was at NCSD. They'd visit her there every time they had a semester break. She had even more frequent contact with other deaf relatives. "The true scope of my exposure also included daily contact from my grandmother, who was an employee on campus. In addition, my other uncle, Jim Gibbs, was a high-school student at NCSD. Within a year or two after my enrollment, Jim graduated from NCSD and then went to Gallaudet College. "

Yet she was frustrated by the lack of academic challenges at NCSD, getting easy A's with last-minute homework. She skipped from grade 3 to 5, then 5 to 7. She began to dislike school. She despised the physical-education requirement. PE wasn't optional; it was mandatory. "Growing up, I was never athletic. However, I did participate in gym classes only because I had no other choice. On a scale of 1 to 10, I was a number 5. Just an average student in gym classes. Not among the top athletes, in other words. I was not too fond of gym classes!"

She wanted to learn more about art and English, with exposure to the classics and culture, field trips to historical places and museums. There wasn't enough of that. "English literature and the works of William Shakespeare, for example, were among my favorites. I enjoyed social studies and science. Learning new things was always interesting to me. Today, I still love to learn new things. Here is an adage I found the other day: 'Be a student of life. Even if you teach, do so in the thought that you, too, are just a student sharing priceless discoveries.' I don't know the name of the person who should be credited for this quote. It's anonymous. But it's a perfect quote to describe my philosophy of education and life."

By the middle of my 9th-grade school year, I had a true, insightful revelation that the ability to succeed comes from *within* me! My deafness did not and should not determine my level of success. I had to release myself from the instilled thought of 'limitations due to deafness.'

Bored and restless, she became a "problem student," breaking curfew and getting into mischief. So she was transferred to a public junior-high school. At first she suffered low self-esteem, feeling inferior to the hearing students. She believed that being deaf prevented her from doing things. She thought, "I can't do this," "I can't perform like them," "I'm scared of all hearing."

But she finally had a revelation: that she could, indeed, be just as good, just as confident, just as successful as them. "It took me a few months during the transition of being mainstreamed into public school to gather my strength and confidence together. By the middle of my 9th-grade school year, I had a true, insightful revelation that the ability to succeed comes from WITHIN me! My deafness did not and should not determine my level of success. I had to release myself from the instilled thought of 'limitations due to deafness.' Ironically, NCSD fostered *conformity*, which was detrimental to the spirit of competitiveness and individual success. The public school is where I learned to BE STRONG and to GIVE EVERYTHING MY PERSONAL VERY BEST! Be proud to be different because each person is, indeed, different from one another!" To this day, she has never faltered in her belief: *"I can!"*

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As for support services: "Initially, I had two untrained interpreters and then a teacher-interpreter." Cindi "hit the jackpot" when she was assigned an excellent CODA interpreter, Pat Hauser, who used Sim-Com with an occasional code-switch to ASL. Cindi kept her through high school.

As for other deaf and hard-of-hearing students: "During junior-high school there were five other hearing-impaired students. Of the six, three of us were able to attend classes with other hearing students while the remaining three students required special classes for the deaf. Once we were ready for senior-high, the five other students enrolled at another local public school in another district while I enrolled as the only deaf student at a senior-high within my home district. It was at the R.J. Reynolds Senior High School that Pat Hauser became my sole CODA interpreter."

Cindi continued hating phys-ed and indulged in reading as often as she could, sitting at the rear of the school bus absorbed in a book, oblivious to the existence of the other students. She even insisted on carrying a dictionary with her, everywhere!

She credits Lily (Schelert) Brown, a deaf teacher at NCSD middle school, for getting her into that habit. "She was one of the best teachers I ever had! She used a combination of PSE/ASL and Sim-Com, by the way (not 'pure ASL' only). Ms. Schelert herself always wore a hearing aid and taught with her voice as she signed to the class." She refused to explain the meaning of each unfamiliar word Cindi encountered, but commanded her to look it up!

Cindi also developed a habit of reading just before bedtime; she couldn't go to sleep without putting in a bit of relaxing reading.

She adjusted to high-school life with hearing peers and enjoyed being a cheerleader. She founded a sign-language club for her hearing peers. She also taught sign-language classes at church throughout her high-school days, Those

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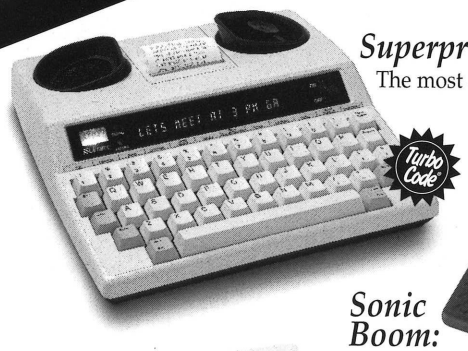

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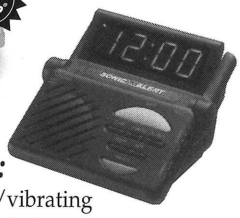

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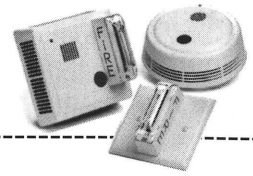

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CONTINUED FROM PAGE 16

were the years when she had a fervent desire to expose as many hearing people as possible to sign language—at school and at church.

Academically, she thrived. Her parents were supportive and encouraging throughout. "At NCSD, I became lazy and did not use my potential to the fullest. In public school, my attention span in classes increased and I made every conscious effort to excel academically. In addition, I also increased use of my speech skills to interact with hearing friends. At the same time, I taught them sign language so they could communicate with me. I became an active participant in school as a result of the much-needed stimulation which was lacking for me, personally, at NCSD."

Eager for more challenges, she went on to college. "Originally, I enrolled at the University of North Carolina at Greensboro for two years and then was transferred to Guilford College (a private college in Greensboro), where I graduated with a degree in Art and a minor in English. "Throughout elementary and middle school, I took pleasure in art classes because I enjoyed being creative. I did not become serious about art until my sophomore year in college.

"At UNC-G, only multiple-choice exams were administered, whereas at Guilford College, essay tests were given to students. As a result, I recognized the need to read required materials to prepare for exams. I enjoyed the privilege to think independently and to answer essay tests without being given any answers on exam papers. Essay exams, for me, were more challenging than multiple-choice exams." However, "I did *not* 'sail through' essay tests as if they were such a 'breeze' for me. I had to study hard to prepare for essay tests."

And she still had the same interpreter. "Yes, the very same one from my high-school days—Pat Hauser!"

Through everyday practice, Cindi kept her speech skills sharp. She had never thought of

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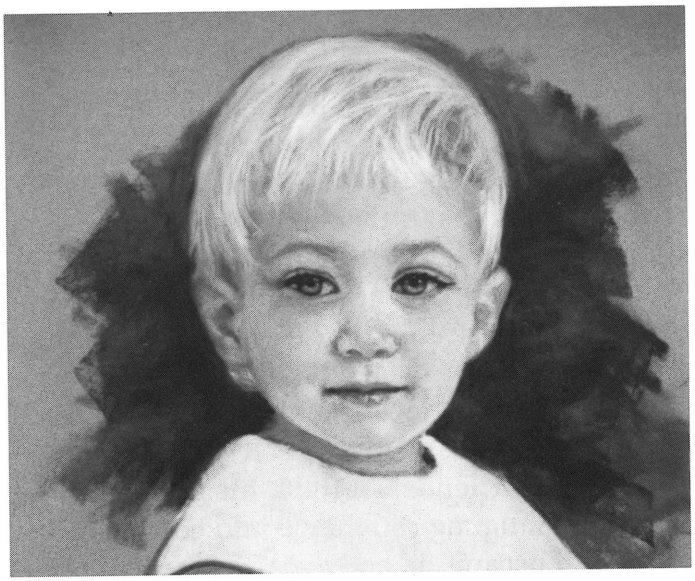
using a voice telephone, but one day she tried. Much to her amazement, she recognized words. She also benefited from a hearing aid. "Hearing aids have always helped me tremendously. I have such severe hearing loss (only one level above the profound level!) that I am unable to hear without my hearing aids. With hearing aids, I can hear significantly more and communicate much more comfortably. Consequently, I feel more confident to use my fullest potential to communicate with hearing people while I wear hearing aids.

"For example, I have been told by my sisters, who are hearing, and a few candid hearing friends, that I tend to raise my voice to an above-normal level for voice communication in the hearing world when I'm not wearing hearing aids. To this day, I remain self-conscious when I speak to hearing people without my hearing aids. Adjusting voice volume is difficult without them. Sometimes I unknowingly whisper, thinking that I'm speaking at the comfortable voice level. It is so much more convenient to rely on hearing aids when needed."

She strongly recommends that every child with residual hearing have hearing aids and speech training, including English Signs. "Each child should be granted the privilege to take advantage of amplification devices, should such devices prove to be helpful. Sign language would save precious time from being wasted in the process of teaching deaf children. This is especially true in speech-therapy classes! High-quality education can certainly be attained with use of PSE and English Signs, i.e., ASE (American Sign English). Should any child require clarification of information, ASL is a wonderful way to express and convey complex thoughts.

"I am not trying to place any level of subordinance to PSE, ASE, English, ASL, or Sim-Com. In America and worldwide, English is practically a universal language. It makes no sense to subject any child exclusively to the language of ASL, and therefore, isolate the child from the rest of the world. I say this because I have personally witnessed this very alienation among my own deaf peers who have felt incompetent to think and write in English. One of them even relied on me to write personal letters on her behalf to her own family members who are hearing. I feel a



crushing shame to witness my friend's lack of confidence in writing to her own dearest loved ones! This is cruel deprivation of any child's prerogative to high-quality education and healthy, productive development.

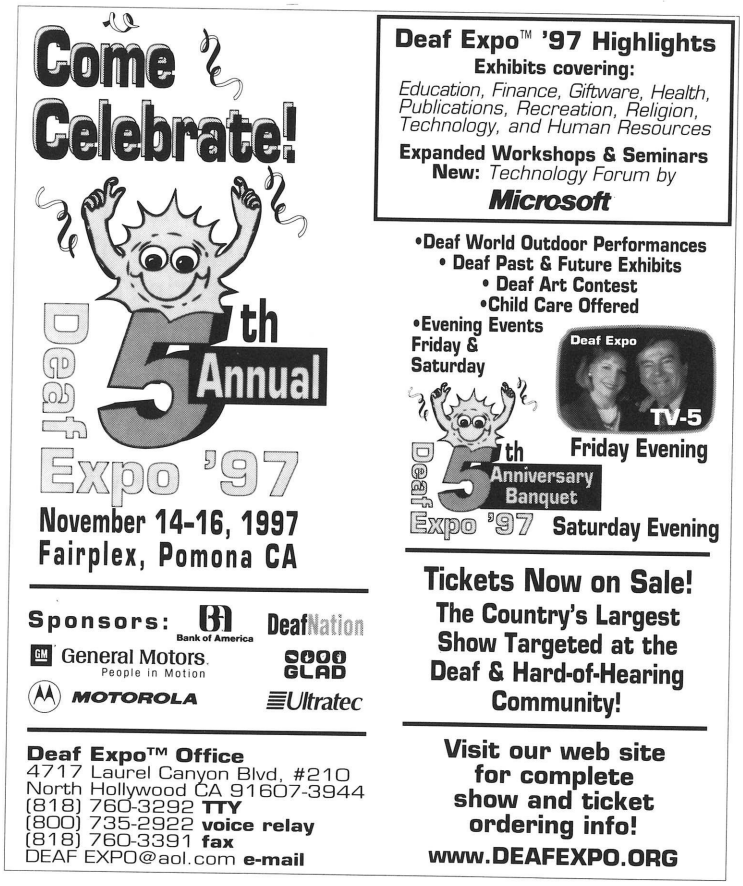
"Therefore, ASE, PSE, English, Sim-Com, and ASL should be made available to deaf children. PSE, English, and Sim-Com would expose children to spoken and written forms of communication, whereas ASL would expose them to the visual, emotional, and physical expression of communication. Those three general forms of communication—spoken, written, and visual expressions—are different entities in their own respect. Exposure to all three forms of communication would produce a wholesome experience of education and development for the deaf. Educators, professionals, and parents of deaf children would benefit so much more if they are willing to remove personal bias, pride, or arrogance, and open up their minds. In other words, 'Be a student of life . . .!'"

Cindi had made getting a good education her top priority. After graduating from Guilford College in 1987, she enrolled at the Portfolio Center School of Design in Atlanta, a private school for specialized training in art. "As a requirement prior to enrollment, each student is individually screened through interviews and review of art portfolios. Only those with [outstanding] abilities and potential were admitted." Many students didn't make it through the first semester; most dropped out partway through school. Cindi was among the relative few—the "cream of the crop"—to persist and graduate. After three years of study and work, she earned a degree in Graphic Design.

She says that the greatest challenge she ever experienced was at a SHHH meeting she attended at the last minute, which was convened by doctors, specialists, audiologists, Cued Speech advocates, and attended by leaders, parents of deaf children, and deaf and hard-of-hearing people. "I attended only one SHHH meeting merely because I found out that same day the main purpose of that particular meeting and wanted to provide input to help parents realize the impact of parents/professionals on the future of their deaf children.

Her parents hired a speech therapist for her and her brother—before they realized she was deaf!

"A videotaped documentary was shown to the audience with an open-floor discussion at the end of the meeting. The videotape included interviews with deaf adults and observations of deaf children within classrooms of various communication methods. I believe the tape was intended to be used for parents who need access to a collection of information about Cued Speech, PSE, ASE, ASL, Sim-Com, Oralism, etc., to enable them to make an educated decision on which form of communication to use for their children. The tape included all of the above methods of communications. However, there was something miss-



ing—and perhaps rather biased—in the tape, which infuriated me. I realized that only *very young children* who used oral communication were videotaped, whereas *deaf adults* (no children) who used sign language were videotaped. What also infuriated me was the way the interview segments were conducted in the tape. Only deaf adult signers were portrayed in the tape, relying on sign-language interpreters to vocalize their signed answers. I objected because the person who created the videotape did *not* include deaf children who can successfully learn sign language and deaf adult signers who can also speak orally, too."

After seeing the documentary and hearing out the debates, Cindi was seething with rage. Her hand shot up and she asked to take the floor. She admits that she was astounded at her own boldness at criticizing, face-to-face, the professionals who had organized the meeting.

"My comments were directed toward parents and professionals who make decisions to their own benefit rather than purely for the welfare of the children, with little or no regard to the critical timeliness of educational development for the deaf. Essentially, I said that each child should be granted an opportunity to be cultivated without any external pressure to fit the preconceived mold of most so-called professionals and parents.

"My argument was twofold: (1) Deaf children who learn sign language are not inhibited from learning how to speak. They can still learn how to speak, even when they know sign language. The key difference is the level of residual hearing each child may have and the potential to use the residual hearing to learn and improve on the art of speaking orally. Of course, quality of speech-pathology lessons would help, too. (Speech pathologists' ability to clearly communicate with the deaf children, for example; and use of amplified devices to enable the partially deaf to hear better during speech-therapy sessions.)

"(2) There are, indeed, deaf adults who communicate primarily in sign language in the deaf community and who are also very much capable of speaking orally in the hearing community without any need for sign-language interpreters. In the videotape, I felt there was an unspoken, underlying 'slant' and partialism toward the oral method by depicting oral methods used successfully among deaf *children*, and yet no interviews were conducted with deaf *adults* who have been exposed to oral methods as children. On the contrary, the tape did not document use of sign language among deaf *children*. Rather, the tape only documented deaf adults who communicated in ASL and ASE through an interpreter. Keeping in mind that the tape was for the hearing audience, my personal observation was that it should have also included: (a) deaf children using sign language, (b) deaf adults, proficient in ASE/ASL, using an interpreter to answer questions during interviews, and (c) natural deaf adult signers who are equally capable of answering questions orally.

"Generally speaking, hearing parents of deaf children usually know very little, if anything, about the Deaf culture. Therefore, if the videotape is their only exposure, then it needs to include the above-mentioned observations without any partiality to any particular method of communication. I resented the only exposure of deaf adults signing answers through the interpreters because this did not represent the myriad of deaf in the deaf community.

"Prior to the SHHH meeting, I understood there were strong controversies among parents, audiologists, school-board members, and even state politicians concerning the use of oralism and sign-language communication, specifically Cued Speech vs. PSE/ASL. At the SHHH meeting, I firmly presented my personal experience to illustrate how sign language is not detrimental to the educational development of the deaf and especially not to the development of speech skills. It was a pivotal moment for me to defend the future of the precious little deaf children who do not deserve to be deprived of a solid educational development. I boldly scolded the professionals who, with blatant prejudice, disseminate 'certain' information to parents and deliberately maneuver children into oralism to see how far the children can go before they, the professionals, would acknowledge an alternative approach. In many cases, only if oralism proves to be unsuccessful for the children would the professionals then recommend sign language. Oftentimes, in the process of subjecting children to the oral approach, too much time would have elapsed,

thereby [depriving them of] valuable educational development. Unfortunate consequences (which are not usually detected until much later) include late language development and, in many cases, permanent lagging of overall developmental skills. I made my message 'LOUD and CLEAR' because I had personally witnessed irreparable damage to my deaf peers.

"True, many professionals are not inclined to be terribly apologetic about it. If only they would realize the crucial impact they make on the destiny of each deaf child, they should be quite terribly apologetic for any deliberate bigotry. Not all of them are guilty of this, but surprisingly many are."

Signing and speaking vehemently to the stunned audience, Cindi told them, forcefully, even explosively, that she might not be an eloquent speaker but her words carried more weight than those of the hearing debaters. She said that she would rather be able to communicate and think intelligently than to utter a few words that a few fortunate hearing people could understand.

"I had an earnest desire to get my point across to the audience that deaf children deserve to be given every valuable opportunity to grow without any privilege being withheld until 'too late.' This message came straight from the heart because of my personal experience. In a sense, I feel a moral duty to speak up on behalf of the future welfare of each child who is deaf."

William Bruce Sparks has long been in demand (by deaf and hearing patrons) as a portraitist. His portraits have been praised for their lifelike qualities—the way they capture the living, breathing, glowing sense of a personality. Cindi cites his artistic legacy as a powerful influence in her work. While growing up, she took it for granted that his striking portraits were all over the house, but when she went off to college and gained a more mature perspective, she began to realize what a gifted artist her father is. The more she developed as an artist, the more she realized her father's commitment to mastering the art of portraiture—of creating a good likeness that is also a fine work of art. Mastering the technical knowledge and skill of color painting is truly a discipline in itself. This mastery is not something that can be accomplished overnight. She's reminded of Thomas A. Edison's perfect adage: "Genius is one percent inspiration and ninety-nine percent perspiration."

"Throughout elementary and middle school, I took pleasure in art classes because I enjoyed being creative. I did not become serious about art until my sophomore year in college."

Cindi Sparks has urgent advice to parents, hearing or deaf. "The first thing to do is to accept them as they are! Parents should never try to mold them into an image that *they* have for their children. Keep an open mind. Be willing to incorporate anything beneficial and productive for each child's well-being and future life. Don't become obsessed and biased about any particular approach—e.g., *speech*. Be willing to encourage anything—speech, hearing aids (if the child has residual hearing), sign language, Sim-Com. Learning is a lifelong process. Don't wait until they are 5. Stimulate their learning from infancy.

"The process of learning cannot occur merely through the sense of eyesight alone. Consider other senses, as well. Let children touch, feel, smell! If hearing aids benefit them, then allow them to use hearing aids. Consider each child's own individual potential(s) and foster a healthy learning experience. Encourage by stimulation and nurture through field trips, pictures, books, computers, etc. Take the kids to zoos, museums, historical sites. In other words, 'Give abundantly and do not deprive.'"■

Deaf Life by Linda Levitan and Peggie Parsons. All photos courtesy of Cindi Cesone

Farewell to a friend

Often it is said that people revere celebrities to escape from their own lives. Yet it is our own lives—our neighborhoods, friends and family—that need us and lend our existence meaning. Diana, Princess of Wales, often advocated personal action to touch those around us. Doing so is no longer in her power; but to those who would mourn her, that power remains.—Gregg Easterbrook, "Who's to blame for Diana's death?," **U.S. News & World Report**, September 15, 1997

It was with shock, disbelief, and grief that we at **DEAF LIFE** received the news that Princess Diana had died of injuries sustained in a car crash in Paris. It seemed inconceivable. She was the most beloved, most celebrated woman in the world. How could it happen? And why?

Her death was but one of many tragedies of the year, or even the week. There had been a massacre in Algeria. Israel was still reeling from a suicide bombing in Jerusalem when another suicide-bomb attack caused more casualties and wounded almost 200 more, some of them U.S. tourists. New Yorkers were outraged about the recent torture of a Haitian immigrant by police. More arraignments were being made in the case of the interstate deaf-peddler-slavery rings. Brandon Tartikoff and Mother Teresa died. Shortly after Diana's funeral, an overcrowded ferryboat capsized off Haiti; over 100 passengers drowned. Throughout the world, there were murders, terrorist attacks, and other catastrophes. Yet Diana's untimely death touches us deeply. It provoked an extraordinary outpouring of grief throughout, and beyond, England.

The people's mourning was unprecedented in its intensity. Sorrow was mingled with outrage and anger—at the way the royal family had snubbed her, at the *paparazzi* accused of hounding her to her death. The crowds who came to sign the condolence books and watch the funeral procession brought flowers—tokens of love and remembrance—an ocean of them flooding the wrought-iron gates of Buckingham and Kensington palaces and Westminster Abbey, a blazing tangle of red and yellow and white tossed onto the somber black hearse bearing her coffin to its final resting place. After the funeral, they were still leaving flowers for her. Contributions were pouring into a newly-established memorial fund.

And the merchandising of her memory began.

"No one who knew Diana will ever forget her," Queen Elizabeth told the public. Those lucky enough to have met her carry their own memories. Those who knew her only through images—photographs, magazine articles, news reports, picture books, TV, videotapes—have their own perceptions. Our particular perception of her is of a charming, seemingly ordinary girl of no particular achievements from a wealthy, aristocratic family (a "good" if not happy one), whose life took an extraordinary turn when she became the fiancée of the Prince of Wales.

She rapidly became the most popular of the royals, partly because she was the least like them. She broke just about all the rules—never show emotion in public, stay out of sight if you're pregnant, don't be seen touching or hugging your children or anyone else, always wear white gloves, *etcetera*. She was innocent, compassionate, kind, playful, fickle, and funny, a free spirit. She was one of the few royals, perhaps the only one, whom ordinary folks could identify with. Prime Minister Tony Blair called her "the people's princess." Visiting the United States, she received a rapturously enthusiastic welcome. Glittering, dazzling, quasi-mythical, a true-blue princess—but with the common touch.

Her career could be seen as a parable of liberation. She entered the House of Windsor (the "family firm") with the rough equivalent of a high-school education and no training. In a **Newsweek** tribute, Katharine Graham noted that when someone once asked Diana if she'd be enrolling in college now that her marriage was over, she replied, "I've already had an education." Her staunchly unliberated determination to stand behind her man gave way to a fierce independence.

From a dewy, round-cheeked teenager, she matured into an elegant, assured woman—a fashion icon. Her radiant smile and glorious blue eyes sold countless magazine covers. Her hairstyles, clothes, jewelry, and accessories were widely copied. She inspired admiration. And jealousy. And ferocious criticism. The glamorous public persona effectively masked the insecurity, the pain and loneliness she privately felt.

The real fairy-tale romance, the real love story, turned out not to be between Diana and Prince Charles, but Diana and the people. That is where she worked her magic.

Since 1980, she had been a presence in our lives, thanks to the omnipresence of the media. Walk into any supermarket or drugstore or 7-11, and there'd be the magazines and tabloids publicizing or simply exploiting the latest news or rumor or confession or romance. She made headlines wherever she went, whatever she did.

While she was Princess of Wales, she became the patron of some 110 charitable organizations and institutions. Although she resigned from most of them when her separation became official, she resumed her involvement with a few, including the National AIDS Trust and Great Ormond Street Children's Hospital. All were invited to send five representatives each to march in her funeral procession and attend the service on September 6.

Diana's celebrity status was, of course, out of proportion to anything she said or accomplished. She knew that she was "famous for being famous." But she wanted to be taken seriously. Taking on the role of ambassador-humanitarian, she traveled everywhere, and met all sorts of people, including some of the world's most powerful political and religious leaders. And when she said something, people listened.

Her appeal transcended the barriers of class, nationality, religion, and race. She electrified the world when she shook hands, gloveless, with a dying AIDS patient. She visited AIDS hospices and hospitals on her own, unpublicized, comforting and cheering and hugging the patients, chatting with them. She cared, passionately, about the rejected, the suffering, the forgotten, the outcasts. She championed the causes of the homeless, drug addicts, victims of land mines, lepers, breast-cancer patients, and, of course, children. Sick and disabled children. And deaf children, too.

Among her many other honorary posts, she was a patron of the British Deaf Association. She wasn't the only member of the royal family to do so, but she gave it her own distinctive twist. When she was invited to address a BDA conference in 1990, she did it in British Sign Language, and did a fine job of it. No glitches, no fumbling. She got a standing ovation. We believe that she was the first royal who took the time and trouble to address British Deaf people in their own language. And they loved her for it.

Diana had advantages most of us don't. Wealth, jewels, a fabulous wardrobe, status, mobility, fame. And yet she had to fight for something we take for granted—the right to walk down the streets (London, in her case) without being harassed by ruthlessly aggressive, abusive photographers, the *paparazzi*. As Elizabeth Taylor, no stranger herself to *paparazzi*, tabloid-scandal publicity, and obnoxious crowds, wrote in 1965: "Part of me is sorry that I became a public utility."

Diana had established friendships with several journalists, including photographers, but fought back against the *paparazzi* who took extraordinary measures to intrude upon her private life. She chose to be a public figure after her marriage *and* after her separation, and there were times she enjoyed being in the limelight, especially when it benefited a good cause. But there were times when she wanted to be left alone, by herself or with her sons or friends or lovers, to enjoy the privilege of being an ordinary person. She wasn't always allowed to. She became an exile from her beloved London streets.

She officially stopped being a royal in August 1996, when the decree of divorce between her and Prince Charles became final. Her divorce meant that she would never be Queen of England, but she reigned in the hearts and imagination of the world. With her horrifying death, the world has lost its "people's princess." And the Deaf community has lost a friend. Or, as one mourner put it, a member of the family. Our family.

Matthew Scott Moore
Linda Levitan
Co-Editors-in-Chief

"Being hard-of-hearing comes with a whole different territory than being deaf"

✏ *Author's note: [This] is an almost identical copy of a letter that I sent to Barry [Strassler] at* ***DeafDigest****. We feel that the more exposure an issue like this can get, the better.*—Lauren Christy

In [a recent] issue of **DeafDigest** (8/16/97), there was the following:

> **IS HOLLYWOOD TAKING ITSELF OFF THE HOOK WITH A HALF-DEAF COP?**
> Sylvester Stallone is playing the role of a deaf-in-one-ear cop in a new movie. Was this half-deaf part written into the plot by movie producers ever so fearful of another deaf community backlash if another hearing actor plays the role of a fully deaf character?

I have to say that as a Hard Of Hearing (HOH) adult, I was very offended by this. I am deaf in one ear (and HOH in the other)—could it be that the movie producers simply wanted to portray a HOH individual rather than hearing or deaf? We HOH make up a larger portion of society than deaf people do. It's about time that a movie was made representing us "in-between" folks.

Being HOH comes with a whole different territory than being deaf. We are neither fully in the "hearing world" nor fully in the "deaf world" and let me tell you, it's hard enough to be stuck between two worlds like this, being made to feel that we belong in neither, and to also have reputable magazines like **DeafDigest** making disparaging, insulting remarks about us.

There are a lot of people out here who were hearing but are now deaf—or HOH people (like myself) who are going deaf, who could really benefit from the deaf community taking us "under their wing," helping those of us who are scared and unsure of the quality of life we will have without hearing. The deaf community can serve as an example of hope in lives of people who feel that their hope is dying along with their ability to hear. HOH/Late Deafened (LD) people need to understand that their life is not over just because they lose their hearing. The deaf community can serve as an example of being able to live a normal, full life WITHOUT hearing. They can go a long way to helping to dispel the fear that grips a person once they realize that their hearing days are numbered.

Magazines like **DeafDigest**, **Deaf Life**, **DeafNation**, & **Silent News** can do a lot of good in the deaf community. You can choose to foster a greater awareness of HOH people and their desire for a measure of acceptance by the deaf community—or you can all choose to make insulting, divisive comments like the one I quoted above from **DeafDigest**.

Picture us (HOH) like this: There's a raging blizzard outside. Whiteout conditions—and it's 20 degrees below zero and dropping steadily. There are two houses only about 10 yards apart from each other. The houses are HUGE, enough room for hundreds of people. Looking in the windows of one house you can see some people laughing and talking in a brightly lit room with a fire crackling in the fireplace. They are warm and dry and sipping mugs of something hot and they have plenty of food . . . In the other house, the

scene is pretty much the same, except that the people aren't talking, they're signing to each other. Now you have the HOH people, outside between the two houses. Knocking on doors & windows—wanting to be let inside . . . we're looked at in disgust (when we're looked at at all) and turned away—from BOTH houses. Plenty of room for everyone, but they won't let us inside.

THAT is how we HOH are made to feel on a regular basis by a fairly large portion of society—hearing AND Deaf alike. I challenge you to try to do something about it. That is, if you're not afraid to stir people's minds and hearts with something TRULY meaningful, rather than wasting space on an insulting comment about a HOH character in a movie.

Will be waiting for your next issue . . .

Lauren T. Christy
Worcester, Massachusetts

The Editors reply: *Thank you for sharing your thought-provoking letter. The questions you ask are of vital importance. Are hard-of-hearing people part of the Deaf community? Do they want to be? Should ASL-Deaf people make stronger efforts to welcome them? (See this month's "For Hearing People Only.")*

As for hearing actors portraying hard-of-hearing characters . . . you may recall the fuss about Cynthia Nixon's portrayal the hard-of-hearing fiancée of Deaf actor Howie Seago, in the TV series ***The Equalizer*** *(1988-89). Gene Wilder's portrayal of a deaf man in the successful 1987 comedy* ***See No Evil, Hear No Evil*** *drew some complaints.*

Funny, though—nobody ever complained about Mickey Rooney or Spencer Tracy playing the progressively-deafened Thomas Alva Edison (in ***Young Tom Edison*** *and* ***Edison, The Man****, both released in 1940), or Jimmy Stewart's portrayal of George Bailey in Frank Capra's classic* ***It's a Wonderful Life*** *(1946). If you recall the plot, George loses his hearing in one ear as a result of rescuing his younger brother from drowning in an icy pond during a sledding accident. When the angel Clarence grants George his wish and allows him to revisit his past and see what his hometown would have been like had he never been born, his hearing in the deaf ear is temporarily restored.*

Anyone who plays Julius Caesar is portraying a hard-of-hearing character ("Come on my right hand, for this ear is deaf," Caesar tells Marc Antony in Act I, scene ii, line 213). And all the actors who have played the late-deafened Beethoven have been hearing. We certainly haven't seen any complaints.

Granted, it's a complicated issue. If Hollywood persists in releasing movies that have no deaf or hard-of-hearing characters at all, or in "diminishing" a historical character's deafness, or stereotyping characters with hearing loss, or in committing the same kind of blunders that ***Calendar Girl*** *did, then I think we have a legitimate beef. But we agree—hard-of-hearing characters should be as much a part of the movie world as hard-of-hearing people are part of the real world. Hard-of-hearing actors like Richard Dysart play hearing characters. Should only HOH actors play HOH characters? Does it matter who plays them? Well, how important is political/cultural/audiological "correctness" here? Where do we draw the line?*

Anyway, we have a question: how perfect is Sylvester Stallone's hearing? Considering all those noisy semi-automatic-rifles-blazing, blast-em-apart, big-boom-explosion movies he's appeared in (without earplugs, no doubt), he may very well be hard-of-hearing himself. Instant authenticity?

About the author: Lauren Christy writes: "I am a 29-year-old wife and mother with one son (11 years old). I homeschool my son and do quite a bit of volunteer work at my church. I have a progressive hearing loss which was first recognized when I was 11 or 12 years old. I am now profoundly deaf in my left ear with a severe loss in my right. My family and I are learning to sign and I do wear OTE hearing aids, but more and more frequently I am finding that they only serve to make what I'm hearing more confusing. (The amplified sounds all mix together in one loud, annoying, incoherent jumble of noise.)"

One Reader's View

The wonderful world of TV—no Deafies (almost) anywhere!

Every day—and every night—we sit and watch our favorite TV programs such as the prime-time hits ***Beverly Hills 90210, X-Files,*** and ***NYPD Blue*** All of them, their production companies, and the networks that air them, have something in common. The commercial networks—NBC, CBS, and ABC—and cable networks—TNT, TNN, ESPN (sports), C-SPAN (politics), Sci-Fi, HGTV (Home and Garden TV), History Channel, Discovery—and all cable channels such as HBO, Cinemax, Showtime, The Movie Channel, PPV (Pay Per View), and adult programming—*all* of them are **Hearing-dominated!**

(Okay, there's ONE cable network that is completely accessible to Deaf viewers: Kaleidoscope. How many of us have access to KTV?)

Sure, sure, I applaud the broadcast and cable networks for providing closed-captioning for the needs of Deafies, but if you look a little closer at almost every program you see, I guarantee you that you won't see any Deafies walking by or any of the actors crossing paths with them. Nor will you see people signing in the background. That's what I mean by Hearing domination.

99-77/100% of the time, there are no handicapped people on TV. Prime-time TV wipes them right out, makes them invisible. When you see ***Dynasty***, or ***Knots Landing***, or ***Beverly Hills 90210***—or any top-rated prime-time show—you won't see any Deafies in the background. None at all. Oh, sure, sure, once in a while they have a Deaf actor or actress as a "guest star" with the plot involving them, but only for ONE installment. That's my point. Deaf performers don't happen by, and they don't stick around—they're there for *one* segment and that's that.

Yes, there have been a few—very few—exceptions: Terrylene in ***Beauty and the Beast*** and Marlee Matlin in ***Picket Fences***. But that's about it.

If a TV or big-screen movie were being filmed in your hometown and included a scene shot on location showing an actor and actress talking or eating in a restaurant or strolling through a shopping area, a Deafie couple could easily be included in the background as diners or passersby, just as any other extras. But I still stand by my point: that there never *are* extras—no Deafies nor handicapped—in the background.

Hey, ***Reasonable Doubts*** was one of my favorite programs. It had a Deafie lead character. The script was written around that Deafie character, so it had a Deafie-dominated approach. I loved it! But I still don't understand why ***Reasonable Doubts*** was killed off. Was it in a bad time slot? Or was it that hearing viewers (who determine the ratings that make or break a program) didn't like it? Did the novelty of having a Deafie-dominated prime-time series wear off after two seasons?

So what will be the next TV series or big-screen movie that involves Deafies? When can we look forward to seeing a Deafie extra in a Steven Spielberg epic? How about a Deafie bit part in a George Lucas science-fantasy blockbuster? Will we ever see a Deafie in James Cameron's or Arnold Schwarzenegger's next action flicks? Has Penny Marshall gotten her consciousness raised after the ***Calendar Girl*** disaster? Would she be inspired to include a Deaf couple chatting in the background of an upcoming movie? How about a Deafie extra in Tom Hanks' next comedy? Or George Romero picking a Deaf person to be the blood-sucker killer? Or a Deafie spy in the next James Bond thriller?

On a more modest scale, how about ***Days of Our Lives, The Bold and the Beautiful,*** and any other ultra-popular soap opera? How about showing a

Deafie guy romancing and bedding a bunch of beautiful ladies, or a Deafie gal in a bikini, so bewitching that the guys are itching to put their arms around her?

How come talk shows such as ***Oprah Winfrey***, ***Montel Williams***, ***Rosie***, or ***Jenny Jones*** (etcetera) don't focus more on Deafies? Are they just ignoring us? Don't know we exist? Are we being deliberately "killed off"? Are hearing viewers so unwilling to learn anything about us Deafies, how we communicate and how we live our daily lives? Are our lives more boring than those of the hearing guests who get the spotlight day after day, week after week, year after year? Do the hearies think that aside from Marlee Matlin and King Jordan, there are no Deafies on the globe?

Why not discuss the cochlear-implant controversy on ***Oprah Winfrey*** and see the audience's gut reactions? Have some guests with implants talking about their operations and the results. Show video footage of the procedure. Make sure that some real-life horror stories (not pro-implant propaganda) are included. Feature some implanted kids. Would viewers ever get a chance to see the real picture? I'm sure that Oprah is gonna pitch that story in the trashcan!

How come there aren't any Deafies on game shows? It's easy to get into ***Wheel of Fortune*** and ***The Price is Right***. How accessible is ***Jeopardy*** to a Deaf contestant if the question/answers aren't written but read aloud? And the answer/questions have to be spoken aloud—quickly, too. That'd be a tough challenge. But ***The Price is Right*** is so easy! All you have to do is figure out the amount, but the disadvantage is that Bob Baker isn't gonna understand that your signs are in dollars and cents! ***Wheel of Fortune*** sounds easy, eh? All you have to do is spin the roulette and pick a letter. Can't figure out the solution after only a few letters have been turned? Spin some more, buy some vowels, and solve the puzzle. But Pat Sajak and Vanna White aren't gonna understand your signs or fingerspelling. It's a Hearing-dominated program! You don't follow the rules, you're outta there!

So, you Deafie Readers, take a moment to review all the TV programs you see, and see if you can find any Deafies on any of them. I guarantee you will not likely find anybody who resembles a Deaf person! Why?

They're ALL Hearing-dominated!

Steven R. Sandy
Columbus, Ohio

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PAINFUL LESSONS

Bernard Bragg's hauntingly poetic and tumultous autobiography, **Lessons in Laughter**, co-authored with great flair by Eugene Bergman, is one of the classics of Deaf literature, and no other book describes so vividly the obstacles a Deaf artist must overcome to succeed in a Hearing world. Among the most pernicious hazards mentioned in this spell-binding work are the artist's own relatives and friends, who may try to steer him away from what he's really good at, as Bernard's father, Wolf, a frustrated Deaf actor, tried to. Or the artist may be momentarily led astray by an overwhelmingly brilliant and intellectually dominant mentor who happens to be in the wrong field, or have wrong ideas about what the artist should do.

As I read about Bernard Bragg's school-teaching experiences, I couldn't help thinking: What a waste of his talent!

One of the book's unforgettable Dickensian scenes details how Bragg's quest, shortly before his graduation from Gallaudet College, for the ideal teaching job at a good school for the deaf was nearly frustrated by a sneaky Gallaudet student who opened other students' mail, and by an overly bossy professor who, as the editor-in-chief of a highly influential education journal, tried to make sure all the attractive job offers went only to his favorite students (one of whom was the postal snoop). Bragg outwitted both enemies and achieved a big coup by getting a job teaching English at his first choice, the California School for the Deaf at Berkeley, even though he had no previous teaching experience, the school's usual prerequisite for hiring. With time, however, Bragg grew frustrated in his job and resigned to join the renowned Broadway set designer David Hays in establishing the National Theater of the Deaf, thus achieving the dream of a lifetime, which had eluded his father.

Many people might not agree, but as I read about Bernard Bragg's school-teaching experiences, I couldn't help thinking: What a waste of his talent! On the stage, Bragg is the master, moving with absolute assurance in his brilliantly inventive portrayals as Scrooge or Marley or Hamlet or Tartuffe. Anyone who has seen his awe-inspiring theatrical *tours de force* can attest that he's one of the best actors in the world, able to express anything with wondrous clarity. But on the page, like many Hearing actors, his ideas come across as a little muddled.

Were I the principal of that school, I would have hired Bragg to teach drama—and hired someone else with stronger English skills, even if he or she wasn't as great in ASL, because it's more important to have a teacher who knows his or her subject thoroughly and who can see what needs to be done, than a teacher with the gift of gab but not much else.

But strangely often, in many schools you'll find their priorities reversed. Former pupils may like to tell amusing anecdotes about the football coach who's great at teaching football but not English or history—and vice versa, in the all-too-common situation of other teachers drafted to coach sports they've never played or know nothing about—but such misplacement of talents and skills certainly is no laughing matter for the Deaf community in the long run.

by PROTO-X

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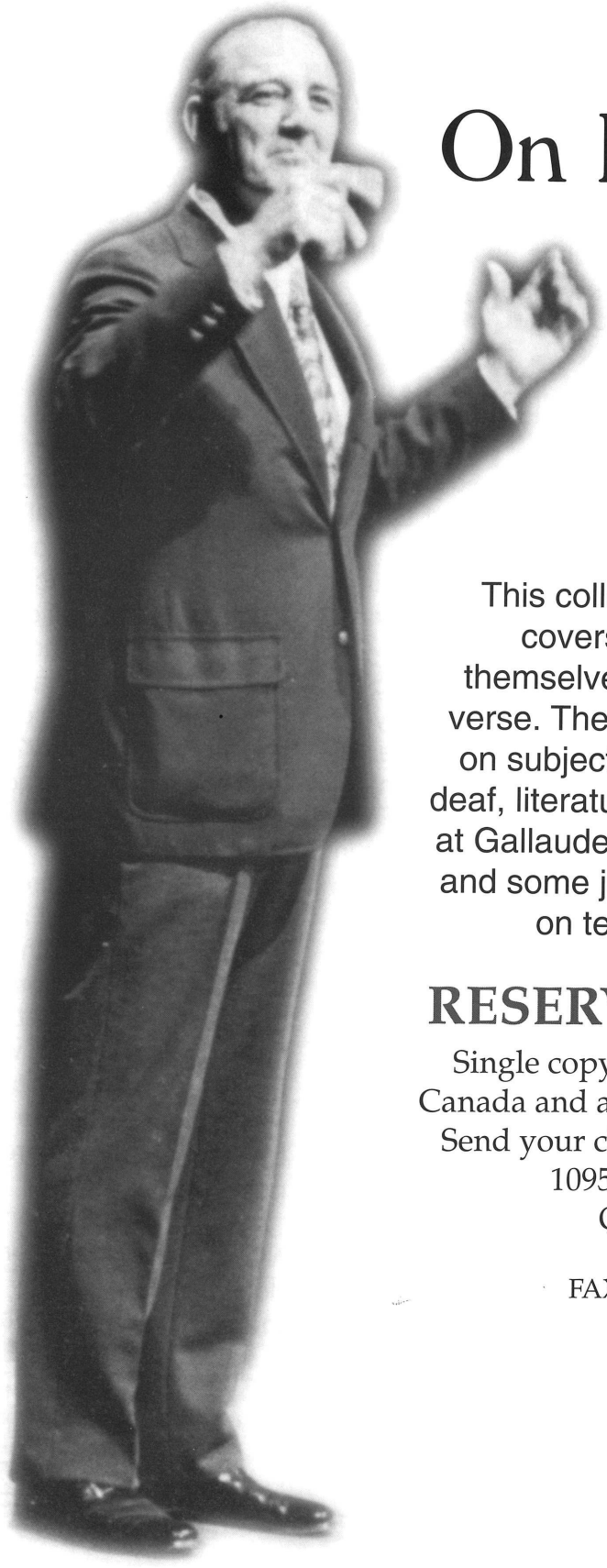

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and other melodies unheard

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READERS' RESPONSES

Should "Dummy" Hoy be in the National Baseball Hall of Fame?

90% Yes 5% No 5% Not sure

YES—Definitely YES because of his contribution to the sport of baseball with the umpire's signals invented by him. Not only that, but Hoy did remarkably well as a player.

YES—He helped the umpires to improve or develop the new signs for players and audiences to see what umpire say after the pitcher threws.
He had been helping the baseball's communication and it is universal signs for umpires to learn.

YES—Yes, it is because of his records. I wish hearing people at National Baseball Hall of Fame could treat him just like other baseball players and honored him.

YES—It is time for the hearing people to realize that it was the idea of the first Deaf man who comes up with his brain about his right arm to signify a strike, since he cannot hear the call, and that practice started the strike and ball hand count and taught the umpires to do it. Can you imagine how wonderful William Hoy put up with the hearing teams? If not for him who invented the hand signals used by umpires, then the deaf players will never be able to play baseball for generations. So, be thankful that William "Dummy" Hoy did thought of his deaf generations in the future. Yes, I am sure if he is alive, he would receive National Baseball Hall of Fame and HE DESERVES IT!

YES—He earned it!

YES—YES! He deserves to be in the Hall because his statistics are better than some Hall of Famers as well.

YES—YES! As a researcher for Hoy, there is a large heavy favorites that Dummy Hoy should be in the Hall of Fame. If Jackie Robinson never broke into the major league would there be a[ny] black players be inducted into the National Baseball Hall of Fame?? Would it be like if there was no black major league[r] in the Hall of Fame, do you consider the Hall of Fame a racism? What would it be if an Asian is to be consider in Hall, would they? What about other minority races. So it's time now!!!

YES—He should already be in Baseball Hall of Fame not because of his deafness but because one of his outstanding record he ever set. I don't know if that record was already broken or still standing, I strongly feel that he should be honored for overcoming many obstacles.

NO—He is too deaf for that. I don't understand why would the Deaf community want him in the Hall...

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Deaf Life

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DEAFVIEW

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Are hard-of-hearing people a part of the Deaf community?

❑ Yes ❑ No ❑ Not sure

Comments: _____

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In Memoriam

Marie Jean Philip (1953-1997)

Marie Jean Philip, noted teacher and Deaf Culture advocate, died unexpectedly on September 24 of a pulmonary embolism at Faulkner Hospital in Jamaica Plain, Massachusetts. She was 44. A leader and innovator in field of Bilingual-Bicultural education for deaf children, she worked at The Learning Center for Deaf Children in Framingham, and had also taught at several Boston-area universities.

Members of the U.S. and international Deaf community converged on central Massachusetts on the weekend of September 26 to pay their last respects to her. A noon-to-evening wake was held on Sunday, September 28, at O'Connor Brothers Funeral Home in Worcester. The funeral was held on Monday morning at St. John's Church in Worcester.

Philip was born and raised in Worcester, and graduated in 1969 from the American School for the Deaf in West Hartford, Connecticut. She enrolled at Gallaudet College at age 16, and was its first exchange student to Oberlin College in Ohio. She graduated from Northeastern University in Boston in 1984 with a Bachelor's degree in Linguistics.

At the time of her death, she was a Master's-degree candidate in Literacy, Language, and Culture in the Boston University School of Education. She was a graduate research assistant in the BU Center for the Study of Communication and the Deaf, studying the role of language in the thinking of deaf children.

She was one of the pioneers behind the "Open Doors to the Deaf" program at Northeastern University, which eventually became the Deaf Services program of the NU Disability Resource Center. She also was one of the originators of the American Sign Language Program at Northeastern, and taught in this program from 1974 to 1985. According to the "TFA" release, she taught at Boston and Harvard Universities, and in the Master's-level Deaf Education Program at Western Maryland College.

She was instrumental in shaping bilingual-bicultural education theory and practice in the field of deaf education. She became Bi-Bi Cultural Coordinator at TLC in 1985, and held this position until her death. She was in great demand nationally and internationally as a speaker and presenter on bilingual-bicultural education, ASL, and Deaf culture.

Philip is survived by her mother, **Doris Provost Philip** and her paternal grandmother, **Paraska Philip**, both of Worcester; two sisters, **Susan Philip** of Roslindale, Massachusetts, and **Joan Philip Meehan** of Shrewsbury, Massachusetts; a niece, **Jessica Meehan**, and a nephew, **Jonah Meehan**.

The family asks that memorial contributions be made to:

The Marie Jean Philip Memorial Fund
c/o Susan Philip
7A Edwards Road
Woburn, MA 01801 (➢)

Two tributes

"Indomitable spirit"

We are all saddened by the sudden passing of Marie Philip. She was an exceptional person who was a friend, mentor, and teacher to all of us. Her warmth, her strong feelings for the independence of Deaf people, and her indomitable spirit will be long felt by both the DEAF-WORLD and the Hearing

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world. She was [the kind of] person who, when you meet her, she stays in memory. For that reason, she will live on in our hearts, mind, and spirit. We all recognize the huge loss suffered by her passing. Marie Philip will live on. I hope she brought her coffee-maker with her on this last journey.

—**A. R. Pearlman**, Gallaudet University

(Thanks to **Leslie Greer**)

"She will be missed"

Marie was one of the founders of Bi-Bi education, and was a primary force in changing the philosophy at The Learning Center for Deaf Children in Framingham, Mass.

It was always nice to see Marie at Deaf events. She never met my daughter, but she [did meet] my son. While she knew that we had taken an oral approach with Patrick, she did not preach her philosophy to me, nor was she judgmental in any way. Neither were any of her rather large, and mostly deaf family. Her priority was always to make sure that deaf children are happy and successful.

Marie will be missed. My condolences to her family.

—**Christofer deHahn**

(Captured from EDUDEAF [E-Mail subscription list], on NJ-L News/➤)

✏ **DEAF LIFE** will be publishing more tributes in an upcoming issue.

DIRTY WORK? OR FAIR PLAY?

Certain Republicans in the Senate are pushing to cut funding for the Department of Rehabilitation by one-half, and to abolish the Department of Education. Here are two views.

SNEAKY TRICKS IN THE SENATE
Disability programs devastated

a report by **Becky Ogle**, Justice For All

Rehab, Independent Living, Tech Act Funds Cut In Half!

. . . and that's just the beginning.

Since resuming Congressional activity, advocates have had their hands full trying to keep up with the often characterized "slimy" maneuvers of the Republicans in relation to the appropriation process. Sometimes we have known their moves in advance and at other times, as is the case with the Senate, we were totally caught off guard. This entire week has illustrated in an extremely heightened fashion just how sneaky some Republicans can be when it comes to politics.

Rep. **David McIntosh** (R-IN), no friend to the disability community, showed people with disabilities earlier this week that he could care less when he offered his amendment to take funds out of the Labor Department's OSHA stream of money and say he wanted it for those "special education" kids. Then later another Representative tried to use kids with disabilities again when they offered an amendment (that passed) to take funds from Goals 2000 to put in special education. In effect these guys are using disability programs to divide us, to get at the President and do their dirty work.

The dirty work truly showed when the United States Senate, in a totally unanticipated move, passed an amendment offered by Senator **Slade Gorton** (R-WA) that cuts the FY 98 appropriations for the Rehab Act by FIFTY PERCENT. YES. THAT'S FIFTY PERCENT. YES, THAT'S A CUT OF THE REHAB BUDGET BY FIFTY PERCENT . . .

According to sources, the amendment was intended to transfer most education monies to local education agencies. So, the impact to the rehab programs may have been unintentional, but regardless of the intent, we have a very BIG PROBLEM . . . that requires all of us to call our Senators today and urge them to REMEDY THIS PROBLEM ASAP . . . WE DEMAND IMMEDIATE ACTION, NOT JUST REASSURANCES THAT THEY WILL TAKE CARE OF THE PROBLEM—SHOW US THE MONEY!

Please call your representatives and alert them to the potential mess in the Senate and also encourage your representative to quit allowing some certain Republicans to hide behind kids with disabilities to do their dirty work. We see through this type of political maneuvering and we demand they stop. If they want to fight in the open then so be it, but don't pit kids with disabilities against the mainstream. That's just downright dirty politics in the worst sort of way.

Senator Gorton was quoted [on September 12] as saying his actions were part of an effort to eliminate the Department of Education!

Further information on **John Hockenberry's** excellent ***Dateline*** segment on the ADA can be obtained by calling ☎(212) 664-2333. To order the video, fax ❐(802) 864-9845. Inquiries, call ☎800-420-2626. The cost for the video is $29.95 plus $4.50 shipping and handling. It's worth every penny even if you did see it, because it can be used in a variety of ways both at the national and local levels. Be sure to tell NBC they and Hockenberry did a great job exposing the truth.

JUSTICE FOR ALL!!!

WHOSE SIDE IS RIGHT?

a report by P. R. Caswell, B.A., M.S., J.D., C.P.D.C.

The United States Constitution says that "any powers not reserved for the federal government or to individuals (as in the Bill of Rights) belong to the separate States." In the original Constitution, there is no mention of "rehabilitation, health care, social services, or education." These duties were *supposed* to belong to the individual States. There was never supposed to be a "United States Department of Education," and arguably, that government agency, and the "United States Department of Rehabilitation" are unconstitutional.

The Democrats have long been in favor of "equality," so they tried to "equalize" schooling, health care, rehabilitation, etc., by creating federal-government agencies that would force

all States to give "equality" to the people in the various states. This means more control by the national (federal) government and more cost for national agencies.

On the other hand, the Republicans believe in the right of the separate States to have their own responsibility for education, health care, rehabilitation, and other social services. They say, correctly, that the States know their own populations the best, and that the federal government has no Constitutional authority to tell the States what to do for social services. The Republicans want *smaller* national government, and more power to the States to run their own social-services programs.

The history of the United States has been a "bouncing back and forth" between the position of the Democrats and the position of the Republicans. You can see the two sides today. The Democratic President, **Bill Clinton**, wants "National Health Care" for all citizens of the USA, while the Republicans want to close the U.S. Department of Education and give control of the education systems back to the States.

Is it better for the States to handle education, health care, rehabilitation, and social services (Republicans)? Or is it better for the national (federal) government to make National Rules and National Agencies that might not meet the actual needs of the people in the different States (Democrats)?

Is it better to give more *direct* control of the social-services programs to the people in the States, so they can get services adjusted more easily to what they really need (Republicans)? Or is it better for the national government to handle social services so people need to wait up to sometimes 6 years or more to get their complaints solved by appealing to national agencies (Democrats)?

These questions have been in the minds of people since the United States began, over 200 years ago. There are good and bad things, benefits and detriments, on both sides.

The United States Constitution *does not* authorize the federal government to have agencies like the U.S. Department of Education or the U.S. Rehabilitation Administration. The Republicans are right about that part.

But the United States Constitution and the Bill of Rights says that "all men are created equal" and are entitled to "equal protection of the laws." So the Democrats say that National Agencies are the only way to make sure everyone in the USA gets the same benefits of the law, no matter where they live. The Democrats are right about this part.

So, which position is right? BOTH OF THEM! Which position is based on the U.S. Constitution? BOTH OF THEM! Which position do *you* prefer? Think about it and tell your elected politicians! *That* is your Constitutional right, and you should definitely say what you think, and how the decisions of government affect your own life!

■■■■■■■■■■■■■■■

DIANA, PRINCESS OF WALES: A REMEMBRANCE

(from "TFA")

TFA Editor's note: **Diana**, Princess of Wales, was killed in an automobile accident in Paris in the early hours of Sunday, August 31. The single-car crash also killed her companion, **Amed ("Dodi") Fayed** and their chauffeur, **Henri Paul**, and critically injured a fourth passenger, bodyguard **Trevor Rees-Jones**.

Diana had long-time ties to the deaf community in Great Britain. TFA News Service asked **David N. Jackson**, a research associate with the Centre for Deaf Studies at the University of Bristol, to describe her involvement. As Jackson noted:

Diana, Princess of Wales, became the patron of the British Deaf Association during the summer of 1982 (a year after her marriage) and was with them until the spring of 1994. She relinquished her position after her separation from Prince Charles, at a time when she wanted to reduce her involvements with various charitable organizations.

During her 12 years as BDA patron, Diana attended several BDA events, including the Centenary Congress in Brighton in August 1990 and the Blackpool Congress in 1992. She also visited deaf schools all over the country. Most poignantly, she was due to open a new nursery at the Royal Derby School for deaf children later this month [i.e., September].

Diana learned British Sign Language from one of the members of the full-time staff of the BDA—**Liz Scott-Gibson**, a Scotswoman from a Deaf family. Diana gave a speech at the 1990 Centenary Congress in BSL. It was a most moving experience for all the people in the audience about 2,000 people in the Brighton Conference Centre.

In May 1992, Diana attended the official launch of the **Dictionary of British Sign Language/English**. She wrote this foreword for the dictionary:

> As Patron of the British Deaf Association, I am delighted to welcome the publication of this unique bilingual Dictionary of British Sign Language/English. British Sign Language (BSL) is the fourth most commonly used of Britain's indigenous languages after English, Welsh, and Scottish Gaelic, and is estimated to be the first or preferred language of over 50,000 people in this country. As a consequence of my involvement with Deaf people, I have become aware of the richness of BSL as a distinct and independent language. I know this Dictionary will be seen as a welcome and important bridge-building enterprise.

Adds Jackson: "Diana will be most sorely missed by us all."

Raymond Lee (who lives in England) adds, "The [above] information is generally accurate—only that she did not visit *all* of the schools for the deaf in Britain—only 3 or 4 as far as I can recall.

"Her BSL was slow and hesitant, but an admirable effort

from a person who had a crash course!" (➢)

"OPERATION LIPREAD/ABBEY" FOILED

✏ In a country where Deaf people are still stereotyped and whose media still use the obnoxious terms "deaf and dumb" and "deaf-mute," Princess Diana's attitude was refreshing. She respected Deaf people and their language.

Did her respect rub off onto the press? The following item suggests that as far as the tabloids° are concerned, it's business as usual.—Editors

Shortly after Diana's funeral, **Joe Sexton**, spokesman for the Royal National Institute of the Deaf (which is based in London), told Independent News Radio that he had been approached by some tabloid reporters who sought lipreaders so they could find out what members of the royal family (especially Diana's ex-husband Prince Charles) were saying to each other during the funeral services in Westminster Abbey. Sexton didn't name the tabloids but said he was appalled.°

RNID refused to provide lipreaders to eavesdrop on the talk between Prince Charles and other royals. Sexton said, "We as an organization were shocked that people were still prepared to go to these lengths, given the nature of the tragic death of Diana."

He noted that Diana suffered intense hounding by British tabloids after she became engaged to Charles and thereon afterwards, and that the public was revolted by the way she died with her friend Dodi Fayed and their driver in a car crash in Paris, supposedly while being pursued by *paparazzi*.°

(Freely adapted from an AP brief; with thanks to **Ray Luczak**.)

Editors' note: Subsequent investigations now put the blame more squarely on Henri Paul, the chauffeur of the leased Mercedes carrying Diana, Dodi Fayed, and their bodyguard Trevor Rees-Jones. Paul and Rees-Jones were both employed by Fayed. Paul, who was killed instantly after the speeding car went out of control, crashed into a concrete column, and flipped over, was not only intoxicated, but had also taken Prozac—a *very* dangerous combination.

However, this doesn't lessen the role played by the *paparazzi*° in stalking and harassing Diana. They may still be implicated in the crash. One witness to the accident, according to **TIME**, told reporters that she believed she saw one of a motorcycle cut in front of the speeding Mercedes and a "white flash" just before the Mercedes went out of control. And at least one of the *paparazzi* snapped photographs of Diana as she sat slumped on the floor of the car, dazed, bleeding profusely, and mortally injured. The investigation continues.

NOTES & WORDS

tabloids: ("tabs" for short) newspapers (whether weekly or daily) that focus on the lurid, scandalous, and shocking aspects of the news—not so much on what's happening in the world as what naughty things famous people are doing when they think nobody's watching, and who got killed. They are notorious for publishing tasteless photos of celebrities reacting to intrusive photographers, or who are drunk or on drugs (or badly dressed, or just simply un-dressed) when they're photographed, *and* "young beauties" in soft-core porn poses. And, of course, murder and accident victims (preferably with lots of blood). Former celebrities who are now old, poor, gravely ill, or dying, are also fair game.

This choice of subject matter distinguishes "tabs" from "respectable" newspapers, which may deal with crime, family and gang violence, child abuse, sexual and political scandals involving wealthy and prominent personalities, and other disturbing subjects, but take a more responsible approach in their coverage. Still, it's obvious that tabloids sell. And sell well. People who don't bother reading "serious" newspapers buy tabloids faithfully.

The **National Enquirer** is the best-known (or most notorious) weekly tabloid in the States. Other notable "supermarket tabs" are the **Examiner**, the **Globe**, the **Sun**, **Weekly World News**, and the **Star**. While "serious" newspapers were covering the war in Bosnia, the prospects for peace in Israel, disastrous floods and famines in Bangladesh and Africa, or the school, gang, and health-care crises in the United States, the tabs were relentlessly exploiting the O.J. Simpson/Nicole Brown Simpson case, the murder of JonBenét Ramsey, and Elizabeth Taylor's latest operation. And, of course, Princess Diana's latest romance.

The New York **Daily News** and the New York **Post** are considered tabloids because of the sensationalistic angle of their front-page coverage. Still, they contain some good reportage and features, and some lively columns. They're easier to read than **The New York Times** and **The Wall Street Journal**, and have a large following. They can be considered "popular" journalism (as opposed to "in-depth" or "scholarly" journalism).

London has a large number of major daily newspapers, far more than any major U.S. city does (something like 20 or 30, representing the full spectrum of political opinion), and several of these are tabloids—**News of the World**, **Sun**, etc. Some people consider them the downside of having a free press. Others feel that they help keep public figures honest. Unfortunately, they hurt innocent people and harm reputations by spreading rumors and destructive gossip (not all of which happens to be true). They also interfere with their subjects' privacy by snooping into their nonpublic affairs.

The British royal family has had a stormy relationship with the tabs for years. The problem began while Queen Elizabeth's children were growing up. Elizabeth herself was never photographed during any of her four pregnancies; the press had more respect for the family back then. The tabs "covered" Prince Charles' numerous romances, and when they picked up on his involvement with Lady Diana Spencer, that meant the end of her life as a private citizen. Overnight, she was forced to deal with a gaggle of intrusive, aggressive reporters who congregated around her apartment building and

trailed her wherever she went. She learned to cope with them, and became skilled at "losing" them whenever she could. (Even so, she established good relationships with some of the reporters whom she liked and trusted. Charles had a more prickly relationship with the press.) Other reporters and photographers, though, earned her distrust and loathing. They snooped on her after her marriage while she was vacationing with Charles. They snooped on her sons, William and Henry. They snooped on her "secret" meetings with boyfriends and her vacations with friends. Shortly before her death, grainy photographs (taken with high-power telephoto lenses) showing Diana relaxing with Dodi Fayed in his family's yacht were splashed across the front pages of the world's tabloids.

The tabs were emphatically not welcome at Diana's funeral service, and the photographers who were permitted to attend promised not to take photographs of William or Henry, who were overcome with grief and cried openly. That didn't stop the "tabs" from trying to snoop, as Joe Sexton's story shows.

appalled: shocked, dismayed; horrified.

paparazzi: photographers, whether working for tabloid newspapers, agencies, or freelancing, who specialize in taking "off-guard" pictures of celebrities. They tend to be a rude, aggressive, merciless breed, trailing their subjects around and poking cameras right into their faces, or using extra-long telephoto lenses to snoop on them from afar. The competition is fierce because agencies and tabloids, etc., pay hefty sums for photos of certain celebrities who are in greatest demand. There have been numerous, well-publicized confrontations, verbally nasty and physically violent, between harassed celebrities and *paparazzi*. Sometimes the predator becomes the victim. Several photographers have been injured when celebrities attacked them. At least one celebrity, Jackie Kennedy Onassis, took a *paparazzo*, Ron Galella, to court and got an injunction against him. (Galella countersued. His argument was that she was depriving him of his right to earn a livelihood.)

The problem is, many celebrities enjoy being in the public eye. But they also insist on their right to privacy. Where do we draw the line? How far is too far?

Paparazzi are an obnoxious fact of life but an everyday reality for many famous people—the Kennedys, the British royal family, film superstars, billionaires, etc. It's part of the price one pays for being a celebrity. The more famous you are, the more attention you attract, and the more value your image has. Princess Diana was the "hottest property" of all.

The term, incidentally, comes from a photographer character, Paparazzo, in Federico Fellini's superb film, ***La Dolce Vita*** (1960), which satirized Italian society. Although Fellini's photographer was Italian, the most aggressive *paparazzi* are French. A new variation of this term is "stalkerazzi."

FAMILY SECRET?

An intriguing sidelight is that, according to a Reuters report released on August 22, Dodi Fayed's 14-year-old brother **Karin** (a half-brother, obviously) is deaf. The cause of his deafness was meningitis. The Reuters brief noted that Diana was said to be anxious to meet him. Did she? We don't know. So **Mohamed al Fayed**, while grieving the loss of his heir, is the father of a deaf son.

(Thanks to **Harry Gibbens, Jr.**, **Bruce Gross**, and **Paulette R. Caswell**)

DON'T HOLLER, JUST WAVE

Gwen M. Fields of Bellaire, Texas, noted that the August 29 edition of the TV show ***Extra*** profiled **Stacy Adams**, the California lifeguard who was fired by the Los Altos YMCA just because she's deaf. (See "David Schultz, you've got company," August 1997 "News Briefs," p. 3.) Fields remarked, "They mentioned people worrying that she wouldn't hear a drowning person call to her for help. Actually, if a person is drowning, their mouth will be full of water, and they won't be able to speak. I will be interested to hear of the outcome of her lawsuit (though I don't know when it will get to court)."

A VISIT FROM THE HEADMASTER

Albert T. Pimentel, current Headmaster of the New York School for the Deaf in White Plains, New York ("Fanwood"), presented a lecture on the evening of September 24 at the Pennsylvania School for the Deaf. The event was held in celebration of National Deaf Awareness Week and was sponsored by PSD's Center for Community and Professional Services.

Pimentel, who is Deaf himself, spoke about current issues for Deaf people in the U.S. His lecture was real-time-captioned and voice-interpreted.

A native of Massachusetts, Pimentel is a 1957 graduate of Gallaudet College and earned his a Master's Degree in Educational Psychology from Louisiana State University in 1959. He has over 30 years of experience and service in the Deaf Community, and has been actively involved in community affairs in Louisiana, Tennessee, and Connecticut. On the national scene, he was one of 15 citizens with disabilities involved in the campaign of Jimmy Carter, and served in Carter's transitional pre-inauguration government. He was a founder and first President of the American Coalition of Citizens with Disabilities, the organization that later played an important role in the passage of Section 504 of the Rehabilitation Act.

He spent 4 years as Executive Director of the Registry of Interpreters for the Deaf, served for 6 years as Director of Public Service Programs at Gallaudet University, and held positions as Director of Northwestern Connecticut Commu-

nity College's Career Education for the Deaf and as Executive Director of the NAD. He was appointed Headmaster at Fanwood last year, succeeding Dr. **Robert R. Davila**, who took the post of NTID Director.

He serves on the RIT Board of Trustees and is Chairperson of the National Advisory Group for NTID. He has also served on various national and local boards for the Deaf, and has taught at Gallaudet University, Western Maryland College, and the University of Tennessee. He is the author of numerous publications related to interpreting and deafness, and is knowledgeable about technological assistive devices.

GLOBAL FAMILY TIES

Jan Reynolds, world-class adventurer.

Rochester School for the Deaf sponsors an annual *Adventures in Education* presentation, designed to bring world-class adventurers to the school and community. Renaissance explorer **Jan Reynolds** comes to RSD as the 1997 *Adventures in Education* speaker on Thursday, October 9. Her topic is "Vanishing Cultures."

Known around the world as one of today's most imaginative and successful mountain climbers, skiers, and ballooning explorers, Reynolds has been a member of expeditions in China, Tibet, Nepal, New Zealand, and the Algerian Sahara. She holds several world records for climbing and skiing in mountain ranges in the Himalayas and the Hoggar in Sahara. She also holds the world record for Alpine ballooning and was the first person ever to circumnavigate Mount Everest.

She's also renowned as a wilderness photographer, writer and lecturer. She's described her travels in her work for the **National Geographic** and the **New York Times** and in her series of books, **Vanishing Cultures**. Her work has also appeared in **People**, **Vogue**, various ski and outdoor magazines, and in a photographic exhibit at New York's Asia Society. She is co-author of the book **Everest Grand Circle**. One of America's best-known and articulate spokespeople on mountaineering, she has appeared on ABC's ***Good Morning America***, NBC's ***Today***, National Public Radio, in numerous newspaper articles, in three adventure films, and in television sports commentary.

Reynolds earned her B.S. degree from the University of Vermont in 1978 with teaching certification in Outdoor Education. She participated in a Southern Cross expedition that cross-country-skied and traversed the heart of the Southern Alps, New Zealand. She also participated in the Norwegian Athletic Study, and was one of the first Westerners in China to ski competitively, coach, and exchange information. She was a member of the U.S. Biathlon Team that won a world championship in 1983-84, and a member of the Mountain Man Triathlon champions in 1983, 1984, and 1985.

At RSD, she will recount her fascinating experiences traveling solo over and across Himalayas, the Sahara, the Amazon Basin, and other remote parts of the world. She lived with Tibetans, Tuareg (Sahara), Samis (Finmark Lapps), Aboriginals, Yanomama, Inuit, and Mongols to gain an understanding of their cultures. The status of Tibet has become a hot topic since the Dalai Lama won the Nobel Peace Prize. Photographs of both cultures will accompany her narrative about the Kurds in Turkey, the Samis, and the Kirkiz in China.

"I want to share a comparison of ancient cultures around the world and examine where we've been and where we're going," Reynolds said. "In an age where people are intensely concerned about our shared, fragile environment and endangered species of plants and animals, perhaps it is time we took a look at what is happening to our own family of man. Each time a culture disappears we stand to lose something of ourselves in the collective human family. My interest is in recording these ancient cultures in photographs and in words for all of us to see before it is all gone."

Reynolds' audience also will share the excitement and adventure of skiing, climbing and ballooning around the world, including Mount Ararat, Mustagata, Toubkal, Turkey, China, and Morocco. She will discuss her hot-air ballooning over Everest in 1985, where she set a world record while filming the adventure.

"Jan Reynolds brings an array of adventures that will be educational for our students and the Greater Rochester community," said RSD Superintendent **Harold Mowl**. "From mountaineering to photography, she has accomplished what few others can claim. Jan is a Renaissance woman in exploration and we're pleased to share this educational venue with the community."

During the day, Reynolds will visit classrooms and share her experiences with students from preschool through high school. In addition, RSD students will make exhibits related to Reynolds' adventurers. A 5 p.m. reception will be followed by the *Adventures in Education* program at 7 p.m. in RSD's auditorium, 1545 St. Paul Street. A book sale and signing featuring her **Vanishing Cultures** series of seven books will follow her presentation.

Reynolds joins an elite group of *Adventures* speakers. **Fred W. Haise**, Apollo 13 astronaut; **Ann E. Bancroft**, first woman explorer to reach the North and South Poles over ice, was the first guest in 1993. Next came Dr. **Robert Ballard**, deep-sea explorer and discover of two major sunken ships, the *HMS Titanic* and the *Bismarck*. In 1995, **Dan Buettner**, discussed his experiences as a bicyclist who traversed give of the earth's seven continents explored the Mayan civilization.

Last year, Fred Haise came to RSD to discuss his experiences as an astronaut aboard the ill-fated Apollo 13 expedition.

For reservations, call Adventures in Education Coordinator **Gail Boorum** at ☎(716) 544-1240 (TTY/Voice); ❐(716) 544-0383 (FAX).

KEEN COMPETITION

Each year, Children of Deaf Adults (CODA) International, Inc. offers scholarships to undergraduates whose parents are Deaf. In 1997, 28 applications were received for two $1,500 awards. CODA awarded its 1997 Millie Brother Scholarship Awards to **DuWayne Terry** and **Frank Gallimore**.

Terry attended Conard High School in West Hartford, Connecticut. He was an honors student and member of the National Honor Society. He played on numerous sports teams, and was a member of the Spanish Club, Chess Club, and the Gay-Straight Alliance. He is a trilingual speaker of ASL, English, and Spanish. He is now a freshman at the University of Pennsylvania, and is interested in becoming a teacher.

Gallimore attended Jefferson High School in Jefferson, Oregon. He was senior class president, Governor of Boys State (and shook hands with **President Clinton**), participated in political clubs, and won the Temperance Art competition four years in a row. He has also published poetry. Now attending the University of Oregon, he will major in English.

Says CODA International president **Trudy Schafer**, "We are fortunate to have so many remarkable young codas competing for these scholarships. It makes our selection process very difficult but it is gratifying to see so many young people, raised by Deaf adults, whose talents will make a difference in the world. Each applicant is a winner."

Solicitation for the 1998 scholarship competition will begin next spring. For further information, contact: Dr. **Robert J. Hoffmeister**, Attention: CODA Scholarships, Programs in Deaf Studies, Boston University, 605 Commonwealth Avenue, Boston, MA 02215.

CCE GAINS CERTIFICATION

The International Association for Continuing Education and Training (IACET) has recognized Gallaudet University as a Certified Provider of Continuing Education and Training. In a letter to President **I. King Jordan** from **Richard M. House**, president of IACET, said, "Certified Provider is the highest level of recognition in IACET and demonstrates to others in continuing education and training that Gallaudet University has taken seriously its commitment to quality in its continuing-education programs."

In a letter to **Jackie Mann**, coordinator of the Office of Extension Programs, a unit of the College for Continuing Education, Vice President for Academic Affairs **Roslyn Rosen** said that the IACET certification "will signify the quality of Gallaudet's courses and programs in professional studies and enhance Gallaudet's impact on the field. I am delighted and impressed with the professionalism and dedication that Extension Programs has exhibited in bringing this unit the recognition it deserves."

Gallaudet was recognized as a new Certified Provider by IACET at its annual conference in Scottsdale, Arizona, in September. Dr. **Juanita Cebe**, program-development specialist for the Office of Extension Programs, attended the conference. She also received training to become an on-site evaluator for other programs and institutions applying for Certified Provider status.

DOOR-OPENERS

Nine hundred schools and programs for deaf and hard-of-hearing students and 117 deaf-education training programs throughout the country have been sent a free videotape and manual, ***Reading to Deaf Children, Learning from Deaf Adults***, from Gallaudet University's Pre-College National Mission Programs (PCNMP). They're being invited to evaluate the innovative reading program, which began in Hawaii while Dr. **Jane Kelleher Fernandes**, Vice President of Gallaudet's PCNMP, was that state's director of programs for the deaf and blind. 250 teachers, parents, and administrators have already received a free copy of the package at the July 1997 convention of the Convention of American Instructors of the Deaf/Conference of Educational Administrators of Schools and Programs for the Deaf (CAID/CEASD) in Hartford, Connecticut.

The package focuses on teaching and encouraging parents to read to their deaf and hard-of-hearing children. The videotapes show culturally diverse deaf readers using ASL to read fun, predictable children's books. The print materials identify 15 effective storytelling principles based on studies of deaf parents and teachers who are effective storybook readers. The package was developed as part of the Shared Reading Project, which teaches parents and other caregivers how to read to young deaf and hard-of-hearing children using ASL. Developed by **David Schleper**, Coordinator of Literacy at PCNMP, the Shared Reading Project targets parents of deaf children up to the age of 8 and elicits the support of deaf adults in showing them how to read to their deaf children.

"By distributing this product for evaluation in this way, we are making it easier for schools and programs around the country to collaborate with PCNMP in evaluating this important new aid for teaching literacy skills," Fernandes said.

Page-turners: Harris Communications, Inc., the national mail-order company in Eden Prairie, Minnesota, is now serving as the exclusive retail distributor and fulfillment house for PCNMP. A special section of Harris Communication's Fall 1997 catalog features PCNMP products for teachers, parents, and deaf and hard-of-hearing students from preschool through high-school age.

Harris Communications has been in business since 1982, when it was founded by entrepreneur **Robert I. Harris**, who

is deaf. Its catalog offers a full line of books, videotapes, and assistive devices. Customers include deaf and hard-of-hearing people, teachers, parents, and health-care providers. Harris said of the new joint venture, "We are pleased to be serving as the order fulfillment service center and exclusive retail distributor for PCNMP. Respondents to our recent survey included teachers, parents, students of sign language, interpreter-training programs and so on. That fits very nicely with the PCNMP audience."

Randall Gentry, director of Publications and Marketing at PCNMP, notes that the new relationship with Harris Communications will broaden the reach of its national mission effort. "We have a mandate to disseminate educational materials across the country. Harris Communications has a well-established reputation for offering high-quality materials and excellent customer service. Their extensive mailing list will expand PCNMP's customer base significantly."

SEEKING STALWART SIGNERS

The District of Columbia Public Library, Library Services to the Deaf Community, needs volunteer sign-language tutors for its weekly sign-language programs. Volunteers will tutor from one to two hours per week at sign-language programs held at the Martin Luther King Memorial Library and the various branches of the District of Columbia Public Library System. Programs are held weekday afternoons/evenings after 5:30 p.m. and Saturdays during the daytime.

Volunteers do *not* need to have teaching experience, but must have at least Intermediate Level (ASL III or higher) signing skills and be able to relate well to people. They must also be willing to commit to a 12-16 week block of time.

Library Services to the Deaf Community is located at the Martin Luther King Memorial Library, 901 G Street, NW, Washington, D.C. 20001. Office hours are from 10:00 a.m. to 5:30 p.m., Monday through Friday. For details, contact **Janice Rosen**, Librarian for the Deaf Community, ☎(202) 727-2145 (TTY/Voice); ❖JanRosen@aol.com (E-mail).

UPCOMING CONFERENCES, CONVENTIONS, WORKSHOPS, & FESTIVALS

NCOD REUNION: MAKE HISTORY!

The National Center on Deafness (NCOD) Alumni Reunion Committee of California State University, Northridge, is holding its second reunion in 23 years for its Deaf and hard-of-hearing alumni. Students who attended Cal State, Northridge, from 1964 to the present time will participate in this significant event in CSUN's history.

The NCOD Alumni Association is an organization of more than 1500 deaf, hard-of-hearing, and hearing members. The mission of the Alumni Reunion Committee is to provide recognition to current and retired NCOD staff members, officers of the Deaf CSUNians (the campus student organization), and students who have contributed significantly to their professions, the Deaf community, and our nation.

The reunion theme is "Treasure Evening." Initial activities are scheduled to begin on Saturday morning, October 4, with a series of workshops and meetings. There will be presentations and seminars. On Saturday evening, a banquet and awards program will be held at Fantasy Island. Several hundred alumni, friends, present and former staff members, and students are expected to attend. Contact NCOD/CSUN at ☎(818) 677-2614 (TTY/Voice); ❒(818) 677-4899 (FAX); ❖ncod.csun.edu (E-mail).

ALDACON #9: SOMETHING FOR EVERYONE

Once again, the Association of Late-Deafened Adults (ALDA) is proving that it's not necessary to have the ability to hear to enjoy a fun-filled, informative convention. **Robin Titterington,** Past President of ALDA, has some questions:

"Have you ever seen a meeting with real-time captions where you didn't miss a word?

"Would you like a place to practice your sign language, even if your vocabulary is limited to 'please sign slowly!'?

"Would you like to recapture the joy of music at our karaoke party, where nobody minds (or notices) if you sing off-key?"

All this and more is offered at the ninth annual ALDAcon, to be held October 15-19 at the Radisson Aventure Beach Resort, North Miami Beach, Florida, easily accessible from both Miami and Fort Lauderdale airports.

Workshops will cover a wide range of topics related to late-deafness, says **Kathy Schlueter**, ALDAcon Program Chair. Mental-health services, adjusting to deafness, surviving family gatherings, improving self-esteem, constructive assertiveness, and spirituality are among the many topics devoted to developing better psychological coping skills. Technical and communication issues are well represented, with sessions scheduled on hot new technology, hearing-technology research, changing concepts in cochlear-implant candidacy, CART (captioning/notetaking), sign language, and cued speech.

A number of special-interest topics are also featured, including a hearing partners' forum, an international guests' meeting, several sessions dealing with employment issues, and a workshop on coping with NF-2. Leadership development is offered through forums on self-help training and leadership skills. "Dancing with Country Lane" and creative-writing workshops offer inspiration for leisure-time pursuits.

The convention opens with a welcoming party on October 15 and wraps up with a brunch on October 19. Highlights include shared meals, exhibits, a silent auction, and ALDA's traditional karaoke party. Late-deafened adults and other interested persons from all over the United States and several foreign countries will be attending. For registration materials and information about sponsorships, ads, exhibits, contact

Mary Lou Mistretta, ☎(954) 321-0561 (TTY), ❒(954) 583-4390 (FAX), or by E-mail through ❖MaryLou 285@aol.com.

Background: ALDA was established in 1987 to serve the needs of people who became deaf after developing speech and language and who have identified with hearing society through schooling and social connections. The association provides social activities, information, advocacy, and support, and membership is open to anyone with an interest in its goals. In addition to opportunities offered at the annual convention, information and networking is provided by a number of local groups and chapters, a Pen Pal Brigade, and several periodicals. Brochures and details are available from ALDA. Contact:

Association of Late-Deafened Adults, Inc.
10310 Main Street, Box 274
Fairfax, VA 22030
☎(404) 289-1596 (TTY Hotline)
❒(404) 284-6862 (FAX)

GEARING UP FOR THE SHOW

The fifth annual Deaf Expo will be held November 14-16 at the Fairplex Exposition Center in Pomona, California. It's billed as "the nation's largest consumer trade show targeted at the deaf and hard-of-hearing market."

Highlights include "DEAF EXPO TV-5," starring **Mary Lou Novitsky** and **Gil Eastman**; a Fifth Anniversary Banquet with ASL comedian MannyASL, The Wild Zappers, and Half 'N' Half; door prizes, seminars/workshops, technology forum, TTY Museum, Deaf Art contest, child care, Deaf World outdoor tent, ABC peddler, Deaf Past and Future, and ASL Ranch. Over 80 exhibitors were confirmed as of early September.

Deaf Expo '97 is sponsored by Bank of America Corporation, **DeafNation**, General Motors Corporation, GLAD, Microsoft Corporation, Motorola Paging Products Group & Cellular Subscriber Sector.

(See "**DEAF USA** returns" below.)

HARPER COLLEGE'S DEAFESTIVAL '97!

DeaFestival '97 (formerly known as "Deaf Awareness Week") will be held at Harper College from November 19-22. It's sponsored by the Center for Deaf/Hard of Hearing Students. If you're not on the mailing list and would like details and a DeaFestival '97 brochure, write: The Center for Deaf/Hard of Hearing Students, Harper College, 1200 West Algonquin Road, Palatine, IL 60067; or call ☎(847) 397-7600 (TTY) or ☎(847) 925-6266 (Voice).

NETWORKING IN KNOXVILLE

Empowerment Through Partnerships: PEPNet '98 Biennial Conference on Postsecondary Education for Persons who are Deaf or Hard of Hearing, will be held April 29-May 2, 1998, at the Holiday Inn, International Drive, Orlando, Florida. It's sponsored by the Postsecondary Education Programs Network (PEPNet): Postsecondary Education Consortium at the University of Tennessee, Knoxville; Northeast Technical Assistance Center at NTID; Midwest Center for Postsecondary Outreach at St. Paul Technical College; and Western Regional Outreach Center and Consortia at the National Center on Deafness at CSUN.

Proposals for conference presentations are being accepted through October 15. Anyone whose work can make a contribution to the theme of the conference is welcome to submit proposals for breakout sessions. Registration information will be available January 1, 1998.

Funding is made possible in part through an agreement with the U.S. Department of Education, Office of Special Education and Rehabilitative Services.

For more information, contact: **Marcia Kolvitz**, Outreach/Training Coordinator, Postsecondary Education Consortium, University of Tennessee, 2229 Dunford Hall, Knoxville, TN 37996-4020; ☎(423) 974-8428 (TTY); ☎(423) 974-8427 (Voice); ❒(423) 974-3522 (FAX); ❖pec@utk.edu (E-mail).

BRIEFLY NOTED

➨ Project "WE CARE" Broward (Florida) is sponsoring a festival and concert. Festival activities are being held around Young's Circle Park in Hollywood on Wednesday, October 8, from 6 to 9 p.m. The concert is being held in the Hollywood Central Performing Arts Center, 1770 Monroe Street, on Thursday, October 9, from 7 to 11 p.m. For ticket information, call **Barbara Weiss** at ☎(954) 746-4031 (Voice).

➨ Gallaudet University's Homecoming conference, "Career Force 2002: Communication Unlimited!" is being held October 16-17 at the Kellogg Conference Center.

➨ "Coming Together with P.R.I.D.E. for our Deaf and Hard of Hearing Children in Nevada" is being held October 24-26, in Reno, Nevada. Contact: **Michele G. Berke**, Director. Gallaudet University Regional Center, Ohlone College, 43600 Mission Boulevard, Fremont, CA 94539; ☎(510) 659-6268 (TTY/Voice); ❒(510) 659-6033 (FAX);❖gurcohlone@gallua.gallaudet.edu.

➨ The second National Multicultural Deaf Conference will be held November 14-16. Contact: Dr. **Michael Bienenstock**, Lamar University, P. O. Box 10076, Beaumont, TX 77710; ☎(409) 880-2322 (TTY); ☎(409) 880-8170 (Voice); ❒(409) 880-2265 (FAX); ❖mbeany@aol.com.

➨ *Management of Nonprofit Organizations Serving Deaf and Hard of Hearing People*, a 3-day conference, will be held at Cheyenne Mountain Conference Resort in Colorado Springs, Colorado, from Thursday, November 20 to Saturday, November 22. Contact: Gallaudet University Regional Center, Ohlone Community College, 43600 Mission Blvd., Fremont, CA 94539; ☎(510) 659-6050 (TTY); ☎(510) 659-6268 (TTY/Voice); ❒(510) 659-6033 (FAX); ❖gurcohlone@gallua.gallaudet.edu (E-mail).

OPEN FOR BUSINESS!

Deaf Access Services held a public ribbon-cutting and open-house celebration on September 15 at the new DAS

Children's Center, Parkway Community Church, 5665 New Design Road, Frederick, Maryland.

The Center makes childcare and early-childhood education accessible to both the Deaf and hearing communities, providing a place for deaf and hearing children to learn and grow together. Children can attend on a full- or part-time basis, 7 a.m. to 5:30 p.m., Monday through Friday. The Center, which is still accepting enrollments, is licensed for 38 children, but can expand to 60 children through application to the State.

"Our mission is to maintain an integrated environment, so growth will depend on maintaining a minimum of 50% of the enrollment slots for children from the deaf community," said **Peter Myers**, DAS Executive Director.

The concept of an early-childhood-education program had been discussed for several years, as the need was so evident in Frederick County. "At one point the Maryland School for the Deaf considered a day-care center, but lack of space and the numerous regulatory requirements made it unfeasible. I began exploring the community interest about 15 months ago and then attended a training program, 'ProjectAccess' at Gallaudet University."

Over the next several months, the building was located, curriculum developed, and 32 children pre-enrolled for the program. "We were particularly fortunate to be able to bring on **Janell Bunn-Verdin**, the ProjectAccess coordinator, as the Center director." The DAS Children's Center, which officially opened September 2, is one of 16 integrated programs throughout the country.

The curriculum emphasizes hands-on, experiential learning through play and problem-solving, and early literacy through reading activities and games. "Most of all, we will emphasize a positive environment that conveys the value of loving, learning, and fun, and an atmosphere that enhances every individual child's feelings of self-worth and in which he or she can develop satisfying relationships with peers and adults."

The program will continually be reviewed by a voluntary advisory board and by professionals so improvements can be made immediately. Eventually, "we will be developing before- and after-school services and a variety of volunteers."

For further information, call ☎(301) 605-7017 (TTY/Voice), or write: Deaf Access Services, Inc., P.O. Box 3104, Frederick. MD 21705-5104.

R.A.M.P. GETS A RISE

A variety of new and creative initiatives aimed at bringing together the deaf and hearing communities are being launched by the Regional Access & Mobilization Project (RAMP), thanks to a $30,000 grant from Ameritech. The grant was presented at a celebration at RAMP's Rockford office on the afternoon of August 7.

With Ameritech's support, RAMP's expanded deaf services will include one-on-one daily-living-skills training, a Parent Education Series for parents of children with hearing loss; a series of educational courses for the deaf and hearing communities; a Deaf Infoline (☎968-9428 [TTY]); social events; a Deaf Culture Series; the showing of open-captioned movies; and in-service trainings to schools, businesses, hospitals, service agencies/organizations, and other community groups.

"The biggest void in our present services is education, both of the community and the deaf population," said **Julie Bosma**, RAMP's Executive Director. "With years of experience under our belt,° we have witnessed the glaring problems that prevent the successful interaction between deaf and hearing individuals. Through hard work and careful planning, RAMP is now in a place where we can begin addressing these problems, and Ameritech is the perfect partner for this collaboration."

"RAMP's services are a wonderful match for our company," said **Doug Whitley**, president of Ameritech Illinois. "Just as Ameritech's core business is communications, RAMP is helping the deaf and hearing communities improve their communication with an understanding of each other."

According to the 1990 United States Census, 9% of the population of the four Northern Illinois counties of Boone, DeKalb, Stephenson, and Winnebago—RAMP's service-delivery area—are deaf or hard-of-hearing.

Background: Since 1985, RAMP has been working to assist deaf and hard-of-hearing people to successfully interact with the community. RAMP currently offers a 24-hour emergency sign-language-interpreter service, TTY distribution, and advocacy and education to the community-at-large.

RAMP was founded in 1980 as a cross-disability organization and the second Center for Independent Living in Illinois. Its organizational mission is to promote an accessible society that allows and expects full participation by persons with disabilities, and it's governed and staffed by a majority of people with disabilities. Over the last 17 years, RAMP has grown from a small organization serving only Rockford to an organization serving four counties from three offices. RAMP serves more than 250 people with disabilities annually and provides over 4,000 hours of service to the community every quarter.

Contact: **Jenniffer** or **Ann** at RAMP, 202 Market Street, Rockford, IL 61107; ☎(815) 968-2401 (TTY), ☎(815) 968-7467 (Voice), ❐(815) 968-7612 (FAX).

under our belt: (idiom) something achieved or accomplished; a milestone; something to one's credit. Usually used in the singular sense. (E.g., "With an M.A. degree under her belt, she went job-hunting.")

CHICAGO HOPE

Deaf Adults Education Access Program (DAEAP) began Fall classes for Deaf immigrants in basic written English and ASL on Saturday, September 20, at the Chicago Club of the Deaf, 4221 W. Irving Park Road, Chicago. Classes continue on Saturday mornings through December. This year DAEAP is also offering a citizenship-preparation class. All classes are

free of charge.

Founded in 1996, DAEAP is a nonprofit organization whose goal is to improve the communication skills of Deaf immigrants. DAEAP staff members also make referrals to social services and appropriate resources and encourage students to develop opportunities for socialization and leadership.

For information on future classes, contact **Maureen Philbin**, corporate secretary/business administrator at ☎(312) 802-3566 (Voice); or **Bob Paul** at ☎(847) 925-6602 or ☎(847) 925-6415 (Voice); ❒(847) 295-3288 (FAX).

ARMED AND EQUIPPED FOR ACTION

Denise Anderson, a deaf American Red Cross-trained HIV educator, has joined the DEAF, Inc. staff as the new HIV/AIDS & STD Coordinator for the Deaf/Hard-of-Hearing Communities in Minnesota. In her new position, Ms. Anderson will network with the community for the purpose of HIV/AIDS-prevention education throughout Minnesota.

"We are pleased to have Denise with us," said **Nancy Emery**, HIV/AIDS & STD Program Manager, "I believe she will be a big asset to the Minnesota Deaf community because she brings a wealth of health-related issues and experiences as a Red Cross-trained HIV educator."

Anderson earned a degree in Medical Laboratory Technology from RIT/NTID. She has demonstrated commitment to Deaf community access since she moved to Minnesota in 1985. Her Minnesota Department of Health training includes HIV Serologic Test Counseling, Partner Notification, and STD prevention education. She also received numerous award recognitions during her employment with SmithKline Beecham Clinical Laboratories.

Prior to her employment at DEAF, she was a peer educator trained at the April 1996 DEAF Peer Education Training Workshop. She has volunteered more than 100 hours to DEAF since the inception of the HIV-prevention education program.

Background: DEAF's Minnesota Deaf Community HIV/AIDS & STD Prevention Education Program provides peer education training, bar outreach, and HIV-prevention risk assessment, along with other services. Funding is provided, in part, through a contract with the Minnesota Department of Health.

For more information on DEAF programs, contact **Michael Zeledon** at ☎(612) 297-6704 (TTY), ❒(612) 297-6766 (FAX), or ❖deafinc@juno.com (E-mail).

REACHING THE NEGLECTED

The Minnesota Chemical Dependency Program for Deaf and Hard of Hearing Individuals has been awarded a grant from the Mill Neck Foundation for Deaf Ministry. The Foundation was incorporated in 1979 to gather funds to assist in a variety of ministries to the deaf, including Mill Neck Manor School for Deaf Children and other agencies nationwide and in other parts of the world. With the assistance of this generous award, Program staff will be developing accessible videotapes to provide education about the Twelve Steps to deaf and hard-of-hearing persons dealing with substance abuse. With the help of similar state, federal and private organization grants, the program has also created two videotapes presented in ASL with voice and captions; published a **Clinical Approaches Manual**, which captures the philosophy and therapeutic approaches of the Program; completed hundreds of hours of outreach and training; and developed and produced the Choices Curriculum and a relapse-prevention workbook. The Program also co-sponsored two national conferences on substance abuse and deafness. The proceedings from these conferences represent some of the most current writing about substance abuse and deafness.

As a nationally recognized model substance abuse program for deaf and hard of hearing persons, The Minnesota Chemical Dependency Program for Deaf and Hard of Hearing Individuals has been providing services in the areas of assessment, treatment, referral, education/prevention, training and material development since 1989. "The program is one of only a few in the United States to provide chemical dependency treatment which meets the communication and cultural needs of this population," says **Katherine Sandberg**, program manager.

While there have been many accomplishments, more work remains. Grants such as the one from Mill Neck Foundation and the others stated above will help the program continue to provide appropriate services to under-served populations. MCDP looks forward to working with professionals and funding sources from around the country to continue to provide services and to develop a continuum of care to support healthy, sober lives. You're encouraged to contact the program. If you have any questions or would like more information, call ☎1-800-282-3323 (TTY/Voice); ❒(612) 672-4516 (FAX).

LET'S CONNECT

a message from **Chad A. Ludwig**, BSW

Hi! I have been recently appointed to work as Senior Supervisor for TTY Service [at the] Center for Disease Control National AIDS Hotline (CDC NAH), ☎1-800-AIDS-TTY (☎1-800-243-7889). It is important that those of us within the Deaf community work together to educate each other about this devastating epidemic. To this end, there are numerous things that I need to accomplish in order to increase awareness about the NAH TTY Service. I am hoping that we could get connected and work together to pursue the goal of educating our community.

CDC NAH is a free Hotline service that is provided to

English-speaking, Spanish-speaking, and TTY callers. The TTY Service includes English, Spanish, and ASL dialogues.

American Social Health Association, P.O. Box 13827, Research Triangle Park, North Carolina 27709-3827; ☎(919) 361-8400 (Voice); ❐(919) 361-8425 (FAX).

DEAF USA RETURNS

After a lapse of two or so years, **Deaf USA** resumed bimonthly publication in mid-August under its new owner, EF Training Center, Inc., a nonprofit organization that also coordinates the annual Deaf Expo trade show. **Deaf USA** is the official Deaf Expo publication, providing updated information and reports on each upcoming show.

Deaf USA has also subsumed **What's UP!**, a discontinued Southern California newsletter. All past **Deaf USA** and **What's UP!** subscribers are receiving the revamped **Deaf USA**.

"These changes are part of a publications plan that was approved by the EFTC Board of Directors," says **David Rosenbaum**, EFTC president. "EFTC bought the assets of Eye Festival Communications. The publications plan streamlines several media vehicles owned by both the previous company and the current organization to better meet the needs of our patrons and clients."

EFTC was originally the nonprofit branch of Eye Festival Communications; Rosenbaum was company president.

MEDIA CLIPS

Peace & quiet

David Pierce of Kaleidoscope Television faxed us an article by **Lee Hall** in the April 28 issue of **Electronic Media**, "CNN's terminal headache." It's about CNN's Airport Network, which is a fixture at 27 airports worldwide. At Atlanta's Hartsfield International Airport (one of the world's busiest), the sound has been switched off on some 40 of the 118 TV monitors there, following several complaints by passengers about the noise. (Hall notes the irony: **Ted Turner's** mega-corporation is based in Atlanta.)

Quote: "'Some of the screens have gone to closed-captioning to accommodate any handicapped or disabled travelers, or those who are hard-of-hearing,' said **April Majors**, a spokeswoman with the city's Aviation Department." However, she denied that the sound had been turned off because of passengers' complaints about noise.

Colin Campbell, a columnist for the **Atlanta Constitution**, had also complained about the noise, especially obnoxiously loud commercials, devoting several columns to the problem. "It's a form of harassment. I don't want people shouting ads at me. You can avert your eyes, but it's very hard to avert your ears," he told Hall, adding that he'd gotten a stack of letters supporting him in his anti-noise campaign.

However, Hall noted, other airports hadn't done anything about *their* volume levels, even on CNN. Most passengers, apparently, want to be able to hear it. And Campbell concedes that he may be in the minority.

But, as we all know, you don't have to be deaf—excuse me, "handicapped, disabled, or hard-of-hearing"—to love closed-captions. When we can get them, that is. At least hearing viewers have a choice.

About the 40 or so newly-silent TV monitors at Hartsfield International, Mr. Pierce comments: "Poor hearies!" Of course, as Hall notes, it won't make much of a dent in the noise—the majority of monitors are still blasting away.

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Keep your ears on the road!

As long as we're on the subject of "poor hearies," we trust that you've heard about the proposed legislation in New York State that would prohibit drivers from using cellular phones in cars—either hand-held or built-in. It was inspired by a recent study that found the risk of accidents increases fourfold when the driver is using a cellular phone. According to Senator **Leonard Stavisky** (D-Queens), the risk is equivalent to driving around with a blood-alcohol level of 10%. If the bill gets through, using a cellular phone in a car would become a traffic infraction.

The bill would allow drivers one minute to pull off the road if a call comes in. And it makes allowances for emergency situations. But if you're caught (without an excuse), you could face a fine of up to $50 for a first offense and at least $200 for a third.

Armando de Gallego, Director of Operations at ROC Communications, a cellular-phone company, feels that the legislation is unnecessary. He points out: "People have been driving around with cellular phones for the last 10 or 15 years. Sure, they have caused accidents, but not much more than doing something like dialing a car radio." (Q.v. Rochester **Democrat & Chronicle**, March 5, 1997.)

At least Senator Stavisky isn't trying to crack down on dangerous Deaf drivers—you know, the kind who sign while they're driving. Actually, we have yet to see any hard-and-fast evidence of ASL causing automobile accidents. And although there are compact TTYs and devices that enable TTYs to be used with cellular phones, we have yet to see any deaf people using them while driving.

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Changes made . . . but for the good?

The "Local News" section of the August 9 issue of the **Atlanta Journal-Constitution** contained an article by

Christy Oglesby, "Signing on to privatization," about Georgia's switch to the privatizing of interpreting services. Georgia Interpreting Service Network, which was financed by the state, closed on August 8. A private agency, Georgia Association of Rehabilitation Facilities (GARF), took over the responsibility of making interpreting services available to state departments. GARF had never before provided interpreter services and had no interpreters on staff. It now functions as a referral center. Each state agency that requests the services has to pay for them. The Deaf community is concerned, but was reassured by the open-minded attitude of GARF's Executive Director, Greg Maxey, and his sensitivity to the needs of Deaf clients. It's too soon to tell how well the new arrangement will work out.

(✏ Thanks to the reader who notified us.)

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Bridge-builder

The "Neighbors" section of the September 8 issue of the **Wilson Daily Times** contained a profile of a Deaf exchange student from Iceland, possibly the North Carolina's first deaf exchange student ever. **Adrienne Gaskins**' "Foreigner joins student body" profiled 18-year-old **Camilla Bjornsdottir** of Reykjavik, who's spending the 1997-98 school year as a senior at Eastern North Carolina School for the Deaf, and lives with her host parents, **Herb Pickle** and **Cindy Decker-Pickle** of Bailey. The Pickles work at ENCSD—Cindy as a Staff Development Specialist and Herb as a teacher—and they're Deaf, too.

Bjornsdottir grew up in Sweden, which has a large Deaf population. She and her family moved to Iceland, which has a smaller Deaf community, four years ago. She attended a school for the deaf, Vesturhildarskoll, there. She signs and writes in English, Icelandic, and Swedish, and is doing well at ENCSD, getting along well with the other students, enjoying the everyday challenges she's been experiencing, coping with the inevitable misunderstandings, and studying hard to keep up with her new languages. She keeps in contact with her parents via E-mail. It's not her first time in the U.S.A.; she had already been here twice, visiting Texas and Florida with her family. Some of her friends in Reykjavik became exchange students at Gallaudet University.

Even though she's enrolled as a senior at ENCSD, she'll have two more years of schooling when she returns home. Some of the things she's studying now, she already covered back home. Cindy Decker-Pickle told Gaskins that "a senior-level geometry course duplicates one Camilla took in the eighth grade in Iceland."

Bjornsdottir's career goal is to "teach advanced writing in sign language." She certainly has something to write home about!

(✏ Thanks to ENCSD.)

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THUMB OUT—THUMBS UP?

The Ride, a new film produced by the Rough Pine Productions, stars **CJ Jones**, the well-known Deaf actor-comedian. The plot revolves around a hearing cross-country driver, a former singer/songwriter who has (temporarily) lost his voice, picking up a deaf hitchhiker, Vincent (played by Jones). After 18 hours riding together, the singer regains his voice and moves on with his life.

The film will be closed-captioned and distributed in the Deaf community.

(✏ Thanks to Ray Luczak.)

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WELCOME ABOARD

Gerald I. Isenberg, **Margery Kraus**, and **Jack Shea** have been elected to the Board of Directors of the National Captioning Institute (NCI).

Isenberg was CEO of Hearst Entertainment Productions and is currently a faculty member of USC's School of Cinema-Television. Kraus is President and CEO of APCO Associates, one of the top 10 public-affairs firms in Washington, D.C. Shea, a longtime television producer-director, is currently president of the Directors Guild of America, Inc.

Armed with an MBA from the Harvard Business School, Jerry Isenberg rose through the ranks of the television industry to produce many highly-touted movies-of-the-week (***Go Ask Alice***), along with feature films (***Clan of the Cave Bear***). He currently serves on the Board of Directors of the Santa Barbara International Film Festival.

Kraus specializes in assisting corporations with issue management, strategic planning, and crisis prevention in the public-affairs area. She currently serves as a member of the Children's Research Institute, and is an active Board member for many charitable foundations, including the End Hunger Network.

Shea started his career as an Air Force motion-picture officer during the Korean War. Since then, he has directed comedy shows (***Designing Women***, ***The Jeffersons***), dramatic shows (***Hawaii Five-0***, ***The Waltons***), and network specials (***Bob Hope Overseas Christmas Specials***, ***The Wonderful World of Disney***). He was a founder of Catholics in The Media.

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SHUDDERS & CHUCKLES

Just in time for the Halloween season, NTID's Performing Arts Program is presenting **Noel Coward's** classic comedy, ***Blithe Spirit***.

This play has everything: a mischievous, sultry ghost (Wife #1), a loving, jealous, thoroughly puzzled Wife #2, an eccentric clairvoyant,° straitlaced° houseguests, a dingbat° maid, and a nice-guy writer-husband caught in the middle. It has kept audiences spellbound and laughing for decades. Even

if you know the plot, and have already seen the play or the movie version, it's *still* funny. It's that kind of story.

Charles Condomine, writer, and his wife Ruth are entertaining Dr. and Mrs. Bradman at their house in Kent, England. Charles has invited Madame Arcati to hold an after-dinner séance° as part of the research he's doing for his new book. During the séance, Madame Arcati mistakenly calls forth the spirit of Charles' first wife, Elvira. She died in an automobile accident several years back, and although Charles is sorry she's dead, he doesn't welcome her reappearance. He's remarried and is happily settled in his life. Ruth is not amused, and demands that Madame Arcati get rid of the ghost. But Madame Arcati has no idea how she got Elvira there in the first place. Of course, Charles is the only one who can actually see Elvira. To others, it looks as though he's talking to empty air. He insists that he's *not* crazy. Others aren't so sure.

Elvira isn't terribly pleased that Charles has remarried, and she doesn't like the changes that he and Ruth have made around the house—*her* house. And she has no intention of leaving. After all, she's having fun. She takes particular pleasure in tormenting Ruth. The misunderstandings between Charles and Ruth because of the conversations and quarrels between Charles and Elvira make for some of the wittiest, most delicious stage antics a theatergoer could desire.

Blithe Spirit plays at the Robert F. Panara Theatre on October 30 and November 1 at 8 p.m., November 2 at 2:30 p.m., and November 7 and 8 at 8 p.m. For ticket info and reservations, call ☎(716) 575-6254 (TTY/Voice) or E-mail ❖ntidtix@rit.edu.

clairvoyant: a person who can supposedly perceive things that are beyond the range of normal human senses; someone who can see ghosts or communicate with spirits. (From the French term for "clear-seeing.")

straitlaced: stiff, proper, and dignified; *not* the relaxed, fun-loving type.

dingbat: goofy, dorky, thick-headed; a person who makes more noise than sense. (A *dingbat* is a tiny printer's ornament.)

séance: a gathering of persons to receive communications from the spiritual world. (From the French, "a sitting.")

"DUMMY" HOY UPDATE

Randy Fisher, chairman of the AAAD Committee for "Dummy" Hoy, recently had a telephone-relay conversation with one of the staff of the National Baseball Hall of Fame. Hoy's name will be on the 1998 ballot. This will be the fourth time in the past 5 years that Hoy's name has been included on the ballot. If a player's name isn't listed, induction is impossible. A prospective inductee, however, needs to get 75% of the Veterans' Committee vote to gain induction.

Pete Browning, **Jimmy Ryan**, and other 19th-century players are still reported to be under serious consideration by the Veterans' Committee

Diane Fiorentino, Director of the Fiorentino Foundation, and **Mike Dolan**, Director of the National Disability Center, have pledged their support. Fiorentino and **Robert D. Traina, Jr.**, also on the "Dummy" Hoy Committee, were planning to talk with CNN.

TACKLING A CHALLENGE

Two girls who saved their school's football season by going out for the team played September 11 in Alden-Hebron High School's 26-6 loss to the Wisconsin School for the Deaf. (Hebron, Illinois, is 45 miles northwest of Chicago; its high school has 130 students.)

Athletic Director **Mary Noonan** told a reporter that after one of the boys was injured, guard **Gail Winkelman**, 17, and receiver **Gina Powers**, 15, got into the Giants' home game earlier than expected but played only a few minutes. Winkelman made a tackle on a kickoff return in the third quarter. "They played a decent game considering everything. The crowd enjoyed it,"

Hebron Mayor **Frank Beatty** said, "I think it's wonderful they're playing. They're definitely part of the team. This is what the village of Hebron is all about."

Ken Winkelman said his daughter "was a little nervous" about playing.

After the school forfeited its first two games, the two girls went out for the squad to give it the required 15 players. But Noonan was worried that injuries could end the Giants' season. Their next game was September 20 at Lake Forest Academy.

According to Noonan, the girls are not the first to play football at Alden-Hebron, as the Giants had a girl on their team a few years ago. Nationally, an estimated 700 girls play high-school football.

(Adapted from an AP brief on NJ-L News/➤)

HEY, THEY'RE TALKING ABOUT US

(I)

More than 300 medical and scientific research findings in the diagnosis and treatment of ear/nose/throat and head-and-neck disorders were presented at the 1997 Combined Oto-laryngological Spring Meetings (COSM). This annual gathering of 10 otolaryngologic societies was held May 10-16, at the Scottsdale Princess, Scottsdale, Arizona. More than 1,500 ear, nose, and throat, head-and-neck surgeons attended.

Participating societies: the American Academy of Facial Plastic and Reconstructive Surgery, American Academy of Otolaryngic Allergy, American Broncho-Esophagological Association, American Laryngological Association, American

Neurotology Society, American Otological Society, American Rhinologic Society, American Society of Pediatric Otolaryngology, American Society for Head and Neck Surgery, and the Triological Society.

During the 7-day session, the societies' members heard medical research findings offered by top ear/nose/throat specialists from the States and abroad.

Key research presentations included:

✚ "Language Acquisition in Prelingually Deaf Children with Cochlear Implants," presented by Richard T. Miyamoto, MD. Cochlear implants have been shown to provide significant hearing assistance to adults; Dr. Miyamoto examined how this remarkable medical device can help children who have not learned how to speak.

✚ "Speech Recognition Performance of Older Children with Implants," presented by Mary Joe Osberger, MD. New information was presented on how hearing-assistance implants have improved the speech of children between the ages of 5 and 15.

✚ "Effect of Light Radiation Therapy (Super Lizer) on Bell's Palsy," presented by Akira Kudo, MD. Bell's palsy is paralysis, usually unilateral, of the facial muscles. This disorder is generally caused by a dysfunction of the 7th cranial nerve. The origin of the dysfunction is usually attributed to a viral infection. Thousands are affected. Dr. Kudo's research discusses a revolutionary treatment for this illness.

✚ "Effect of Melatonin on Tinnitus," presented by Seth Rosenberg, MD. Melatonin is said to assist in treating insomnia and jet lag. This over-the-counter pill is a natural hypnotic that may help regulate immune functions and slow the aging process. Can it help those with tinnitus, persistent ringing in their ears? Dr. Rosenberg's research offers some answers.

✚ "Practice of Otolaryngology via Telemedicine," presented by Don B. Blakeslee, MD. A shortage of medical specialists currently exists in America's rural communities. Dr. Blakeslee's research reveals how telemedicine can alleviate this practitioner shortage.

✚ "Educating the Deaf: What Works Best," presented by Scott R. Schoem, MD. The prescribed educational program for the deaf is still being debated by those who teach and those who receive the instruction. What works? A new theory was presented by Dr. Schoem.

✚ "Quality of Life for Children with Otitis Media," presented by Richard Rosenfeld, MD. An outcomes study assesses how persistent middle-ear infections affect children between ages 4 and 10. New conclusions regarding a common childhood ailment.

(II)

More than 125 scientific presentations, 23 symposia, 475 instruction courses, and an extensive technical exhibition were featured at the 101st Annual Meeting of the American Academy of Otolaryngology—Head and Neck Surgery Foundation (AAO-HNSF), at the Moscone Center, San Francisco, on September 7-10.

The Foundation's meeting was attended by members of the AAO-HNS, the medical society representing the 10,000 physicians who specialize in the medical and surgical treatment of the ears, nose, throat, and related structures of the head and neck. This was the first time that the Academy met in San Francisco.

New scientific and medical findings were presented for the first time regarding the wide range of medical disorders that are diagnosed and treated by ear, nose, and throat specialists. New research was offered in:

✚ **Child ear, nose, and throat problems:** Every year, more than a half million American children under the age of 12 suffer from otitis media (inflammation of the middle ear). New research findings offer an assessment of a variety of treatments including the use of ear tubes and the latest antibiotics. Additional findings were presented regarding hearing loss in children as well as the diagnosis and treatment of adolescent sinusitis, tonsillitis, and sleep apnea.

✚ **Advanced technologies to aid the deaf.** A number of otolaryngologists have specialized in the development and surgical application of cochlear implants, an electronic device that restores partial hearing to the deaf. Research evaluating the effectiveness of this technology was highlighted at the meeting.

✚ **Medical techniques to alleviate snoring and sleep apnea.** One in four adult Americans is a habitual snorer. This medical condition can be disruptive to family life, causing sleepless nights and resentment in even the happiest of households. However, snoring may be the sign of a more serious medical condition: obstructive sleep apnea. Highlighted in this year's meeting was a presentation on the feasibility, safety, and pain associated with delivering radiofrequency energy to the soft palate with the use of new radiofrequency technology.

In addition, new findings examine:

✚ hearing protection in the workplace;

✚ treating ear, nose, and throat disorders for the HIV/AIDS patient;

✚ new uses of telemedicine;

✚ new techniques for diagnosing and treating vertigo, Ménière's disease, tinnitus, and Bell's palsy.

This year's AAO-HNSF Annual Meeting was to be the largest gathering of otolaryngologists in history. In all, more than 10,000 participants were expected to attend this event. Meeting in conjunction with the AAO-HNSF meeting were the American Academy of Facial Plastic and Reconstructive Surgery, American Academy of Otolaryngic Allergy, American Neurotology Society, American Rhinologic Society, American Society of Otolaryngic Allergy Technicians, the Society of Otorhinolaryngology and Head-Neck Nurses, and the Association of Otolaryngology Administrators.

A NEW CARD . . . FOR DISABLED TRAVELERS

SPACE Travel Agents Marketing Consortium has made an exclusive marketing agreement with Privilege Enterprises Limited (a telecommunications/card company) to launch Privilege Card™ for Travelers with Disabilities. It will be marketed nationally through the 2,000 member agencies of SPACE. The Privilege Card for Travelers with Disabilities is officially endorsed by the Society for the Advancement of Travel for the Handicapped (SATH) of New York, a non-profit organization dedicated to educating, informing, and generally assisting the travel industry in matters relating to disabilities.

Privilege Card member benefits include a wide range of savings in both travel and non-travel markets. Membership sales are expected to produce monthly revenue in excess of $900,000 and projections indicate yearly sales could reach the $12 million mark. Projections are based on the introductory offering price per membership of $25 and five sales per agency.

Says Milton Cohen, president and chief operating officer of SPACE, "While an estimated 49 million Americans, or 24 percent of the population, are limited in their activity due to long-term disabilities, expenditures by disabled consumers for 1996 are estimated to be in the billions. This is one of those rare occasions where social consciousness is served by prudent business practices. We are very pleased with the opportunity to strengthen our commitment to addressing the needs of travelers with disabilities. It is an opportune moment to introduce this service to an estimated 49 million potential travelers, many with hidden disabilities who do not travel due to a lack of knowledge of available programs and opportunities. The Privilege Card and our on-going efforts to educate our members will go a long way in filling the travel needs of this very important segment of our population."

Paul Alterman, Senior Vice President of SPACE, is the current General Chairman of the World Congress for Disabilities. The conference, in conjunction with SATH, will bring together consumers and members of the travel industry. The primary focus of the conference will be on the many facets of travel and tourism available to travelers with disabilities.

Trish Nicol, program director of PEL, notes, "Travel-related statistics among disabled consumers are increasing. This is an excellent time to launch the Privilege Card™. We are targeting a highly desirable consumer [market] which has been ignored in the marketplace until now."

Joseph Murphy, president and chief executive officer of DCI, adds, "We are very excited to be working with SPACE. This agreement combines the talents of two great companies to create an exciting new joint-marketing campaign geared towards disabled travelers. SPACE is one of the nation's leading travel marketing consortiums. They are a vibrant organization with a record of aggressive travel-related sales. We expect the strength of this venture to soon become evident to our shareholders."

P.T. ON CALL!

Physical therapists will be on call to answer health and fitness questions on a "Healthy Living" hotline to be held 9 a.m. to 5 p.m. (Pacific Time) on Friday, October 17, and Saturday, October 18. The toll-free number is ☎1-800-955-7848.

The hotline is a public service sponsored by the American Physical Therapy Association (APTA) and its California chapter as part of National Physical Therapy Month. The theme of the hotline and National Physical Therapy Month is "Physical Therapy for Healthy Living" to emphasize the importance of fitness and good health for people of all ages—from infants to older adults.

Callers may ask questions or request brochures on general health and fitness topics, including the treatment and prevention of back and neck pain, sports injuries, tennis elbow, carpal-tunnel syndrome, osteoporosis, and fitness and exercise for children, pregnant women, and elderly people. The hotline is not recommended as a substitute for a visit to a physical therapist or other health-care professional.

HAPPY (VAPOR) TRAILS!

On August 21, Monroe County Executive Jack Doyle (upstate New York) announced the return of an airshow to the Greater Rochester International Airport (GRIA) in 1998. It's scheduled for August 21, 22, and 23. He said, "The return of an airshow to Monroe County will attract visitors to our community and offer area residents a great entertainment opportunity. Our airport is a first-class facility which will make a great venue for an annual airshow."

The airshow will be produced by Beau Productions, one of the organizers of the last airshow at GRIA in 1993. Beau Productions will bear the entire financial risk of the 1998 event and a substantial portion of airshow proceeds will go toward the county's "Not Me, Not Now" program. If the event loses revenue, Beau Productions will cover those losses. The majority of airshow expenses will be paid for through sponsorships, vendor fees, and ticket sales.

Monroe County will provide police services, trash pickup, and any possible overtime pay for airport personnel. If the airshow is a success, county officials plan to make it an annual event.

Said Terry Slaybaugh, GRIA Administrator: "An airshow is a great way to give county residents and visitors access to areas of the airport they normally would never see. The added opportunity to look at and go inside many different types of civilian and military aircraft will make the airshow a unique and memorable experience,"

Although not all participants have yet been chosen, the 1998 airshow will feature teams of military jets like F-14's,

F-15's, F-16's, A-10's and Harriers demonstrating their speed and maneuverability. There will be team and solo aerobatics acts, as well as civilian and military airplanes on the ground for spectators to see up close.

Other entertainment will include music, international cuisine, aviation-related exhibits, and a carnival with amusement rides.

"This will be the most fun anyone's ever been able to pack into one weekend and we're also planning some special events with free admission for school children and senior citizens on August 21, which is aircraft arrival day," said Jim LeBeau, President of Beau Productions.

OF BEAUTIFUL BOXES & SCHOLAR'S ROCKS

A new selection of furniture, paintings, porcelain, and jade from China's last two imperial dynasties—the Ming (1368-1644) and Qing (1644-1911)—is on view in "The Arts of China" at the Smithsonian's Arthur M. Sackler Gallery. The exhibition is a permanent display highlighting a variety of materials, techniques, and motifs in Chinese art spanning almost six thousand years.

A group of Ming furniture—15 small stands, boxes, cabinets, tiered shelves, and cases lent by the Dr. S.Y. Yip Collection—is a highlight of the current installation. "The design, quality, and construction of Chinese furniture reached their zenith in the Ming dynasty, when artisans achieved a perfect integration of form and structure," says Jan Stuart, assistant curator of Chinese art at the Sackler Gallery and organizer of this exhibition. Assembled using frame-and-panel construction and mortise-and-tenon joinery, the furniture is fitted together so precisely that glue is usually unnecessary.

Ming furniture is renowned for its use of beautifully figured, polished tropical hardwoods. A two-tier "huanghuali" (commonly called rosewood) box on view bears unusually elaborate decoration—the surface is inlaid with dragons carved from boxwood. The tiered box could have served a variety of purposes, from holding small works of art to carrying food for a picnic. A lock secures the box for travel, when a servant would have carried it suspended from a pole by its handle.

Also on display are six scholars' rocks lent by the Richard Rosenblum Collection of Chinese Scholars' Rocks. These unusually-shaped rocks, evoking mountains or natural forms, held great appeal for Chinese scholar-connoisseurs, who often passionately collected them, trading important antiques or spending large sums to acquire attractive examples. One yellow rock resembles a fish when oriented horizontally on its wooden pedestal, which is carved to resemble waves. In the exhibition, the rock is placed on a Ming-dynasty table stand. A collector would have used such a table to display "treasures" like a scholars' rock or some favored jade carving or ceramic.

Address: 1050 Independence Avenue S.W. in Washington, near the Smithsonian Metrorail stop. Admission is free. Hours are 10 a.m. to 5:30 p.m. daily, with late hours until 8 p.m. on Thursdays during the summer. Free public tours are offered daily. For details: ☎(202) 786-2374 (TTY); ☎(202) 357-2700 (Voice); ❒(202) 786-2317 (FAX); ✷www.si.edu/asia (Web).

WHAT'S DOING IN LOS ANGELES

GENERAL INFORMATION

➳ For exhibits and events in Barnsdall Art Park, call ☎(213) 660-4254 (TTY). This TTY is located the Municipal Art Gallery, which serves all the facilities in Barnsdall Art Park: Hollyhock House, Junior Arts Center, Barnsdall Arts Center, and Gallery Theatre—same number.

➳ The Los Angeles Cultural Affairs Department has a TTY; the number is ☎(213) 847-3368. LACAD **also** has a TTY at Barnsdall Art Park, which serves the following facilities: Hollyhock House, Municipal Art Gallery, Junior Arts Center, Barnsdall Arts Center, and Gallery Theatre. That number is ☎(213) 660-4254. For Voice calls, contact LACAD ☎(213) 485-2433, or use the phone numbers given for each facility. (Most are Voice, so use the relay service.)

☞ **Editors' note:** We had no luck getting through to the Cultural Affairs Department via its TTY number. It "rang endlessly."

➳ Accommodations for disabilities are available upon request for department events/programs. Information in alternative formats also available upon request. Call ☎(213) 847-3368 (TTY) or ☎(213) 485-6762 (Voice).

➳ For a complete calendar of events and previews, and list of Cultural Affairs Department facilities, contact: City of Los Angeles Cultural Affairs Department, 433 South Spring Street, 10th Floor, Los Angeles, CA 90013.

CONTINUING ATTRACTIONS

➳ Barnsdall Art Park remains open during the current Metro construction.

➳ The Cultural Affairs Department pays tribute to two arts centers this year: The William Grant Still Arts Center, named after the renowned African-American composer, celebrates its 20th anniversary (1977 to 1997) and the Junior Arts Center celebrates its 30th anniversary (1967 to 1997).

➳ *Field Trip to the Towers*, a multicultural-arts program that provides visiting groups with interdisciplinary arts experiences. Watts Towers Arts Center, 1727 E. 107th St., Los Angeles. For registration and further information, call ☎(213) 485-1795.

➳ *The Dr. Joseph & Bootsie Howard Musical Instrument Gallery* houses a permanent installation from the world-famous Howard collection of drums and folk instruments

from around the world. In 1989, the late Dr. Howard donated the collection, part of a larger body of more than 600 percussion and folk instruments (one of the largest drum collections in the world), to the Watts Towers Arts Center (1727 E. 107th St., Los Angeles). The gallery space was designed by 2AE Architects, principals Ayndrea Wilson, Otis Blackmon and Elliot Barker. Watts Towers Arts Center, Gallery hours: Tuesday to Saturday, 10 a.m.-4 p.m.; Sunday, 12-4 p.m.; closed Monday. ☎(213) 847-4646.

➳ *Good news at the Watts Towers:* The top six rows of scaffolding have been removed. Weekend self-guided public tours of the Watts Towers of Simon Rodia continue to be suspended while scaffolding is in place to aid in the repair of damage from the Northridge earthquake on the three tall towers of the national landmark. During this period visitors are still able to view the internationally-renowned sculpture from outside the bordering fence. The remaining scaffolding is expected to be removed by the end of 1998, when weekend self-guided public tours will resume. For more information about the temporary suspension of tours and about the Watts Towers, at 1765 E. 107th St., Los Angeles, call ☎(213) 485-2433.

➳ *Tours of Hollyhock House.* Hours: Wednesday through Sunday, 12, 1, 2, and 3 p.m.; closed Monday and Tuesday. Tours in ASL are offered by special arrangement to Deaf visitors; call ☎(213) 660-4254 (TTY). Barnsdall Art Park, 4800 Hollywood Boulevard, Los Angeles. Call ☎(213) 662-7272 (Voice) for recorded tour information, ☎(213) 913-4157 for group-tour reservations. (Nominal fee charged.)

➳ *Roadsigns*, readings of original plays by new and established playwrights, presented by The Road Theatre Company, every Monday, 7:30 p.m. Lankershim Arts Center (a Public/Private Partnership), 5108 Lankershim Blvd., North Hollywood. ☎(818) 761-8838. Free.

➳ *Will & Co. Workshops*, held regularly, include such topics as fencing, text interpretation, and Shakespearean performance. Will & Co. is a traveling-theater organization that produces classics for audiences young and old. Los Angeles Theatre Center, 514 S. Spring St., Los Angeles. For membership information: ☎(213) 485-1631.

➳ "Play Chess," free lessons sponsored by the Los Angeles African American Chess Club, continues ongoing Tuesday classes for children and youth ages seven and older, 4-6 p.m. Beginner classes start every month. William Grant Still Arts Center, 2520 S. West View St., Los Angeles. For details, call Dr. Halford Fairchild or Dr. Lloyd Ferguson at ☎(213) 734-1164.

➳ ***An American Romance***, premiere of a play by Mark Lee, directed by John Lawlor, presented by The Road Theatre Company. Extended through October 26, runs Friday and Saturday at 8 p.m. and Sunday at 7 p.m. Lankershim Arts Center, 5108 Lankershim Blvd., North Hollywood. For reservations: ☎(818) 761-8838.

➳ *Dance classes presented by The Martin Dancers.* Saturday, for children with special needs, 9-10:30 a.m.; beginning dance for pre-teens and adults, 10:30-11:30 a.m.; artists in movement (advanced dance; open to people who want to sketch or observe), 12-1 p.m.; music improvisation, 1-2 p.m. On Sunday: older people and movement, 9-10 a.m.; beginning children's ballet, 10-11 a.m.; music improvisation, all ages, 11 a.m.-12 p.m.; advanced dance, 12-1 p.m. On Monday: hands-on drumming, 5-6 p.m.; "Jeopardy," youth dance class, 6-7 p.m. On Tuesday: music drama, 6-7 p.m. Lankershim Arts Center. ☎(818) 752-2616. (Through end of October.)

➳ *Laura Gardner Acting Class*, an ongoing workshop on Tuesday, 3-5:30 p.m., focusing on cold reading, scene study, and monologue work. The class reaches out to all performers in the community, including adults, teenagers and actors who are disabled. Lankershim Arts Center. ☎(818) 761-8838. Fee charged; scholarships available.

➳ ***Mark Twain***, presented by Synthaxis Theatre Company, Saturdays and Sundays, 2 p.m. Lankershim Arts Center. ☎(818) 752-2253. (Runs indefinitely.)

➳ *Steven Ehrlich Architects: World Beat Architecture*, an exhibition of recent work. Hollyhock House, Barnsdall Art Park. Hours: 12-4 p.m., Wednesday through Sunday. ☎(213) 913-4157. (Through November 30.)

➳ *Nagoya Sister City Art Exhibition*, featuring children's artwork from Nagoya, Japan, and Friends of the Junior Arts Center's International Child Art Collection (in conjunction with the Nisei Week Festival). Children's Gallery at the Junior Arts Center, Barnsdall Art Park. ☎(213) 485-4474. (through September 7).

Applications are being accepted for the fall docent training program at Frank Lloyd Wright's Hollyhock House in Barnsdall Art Park. The 5-week training session starts with a reception to welcome new docents on Friday evening, October 3 (time to be announced). Volunteers will learn to conduct tours of the house that is designated a city of Los Angeles historic-cultural monument. Tours are given weekdays and weekends. For further information and an application, call Sarah Stephenson or Mary Brown at ☎(213) 660 4254 (TTY) or ☎(213) 913-4157.

PREVIEWS

October 2

➳ Grupo de Teatro SINERGIA presents ***The Night of Cuauhtemoc*** ("La Noche de Cuauhtemoc"), an historical drama about the personal and political intrigues surrounding the death of Cuauhtemoc, the last Aztec ruler. Written and directed by Ruben Amavizca. The production is a multicultural spectacle with Mayan and Aztec dances, with music and singing by Tenochtitlan Aztec Dance Group. Runs Thursday, Friday and Saturday at 8 p.m. and Sunday at 6 p.m., alternating weeks in English and Spanish, through November 23. Frida Kahlo Theatre, UNITY Arts Center, 2243 W. Fourth St., corner of Park View St., Los Angeles. For reservation/ticket information: ☎(213) 382-8133. In conjunction with the play, the gallery at the UNITY Arts Center presents an exhibition of original iron sculptures by Michael Amezcua and drawings and paintings by Jose Luis

Ramos.

October 5

➳ *Los Angeles Tango Festival*, honoring the legendary Carlos Gardel—known as the "King of Tango"—and paying tribute to the tango as a unique dance art form. Highlights: dedication of Carlos Gardel Square at the festival site; a continuous lineup of music and dance featuring Pepe Motta and his quintet from Los Angeles, Tangata Rea from Buenos Aires and New York/Buenos Aires Connection from New York; culmination of a citywide tango competition, and tango demonstrations and dance workshops. For children, there will be an activities area and a learning center with books and records for purchase. Traditional food and arts and crafts will be for sale. Sponsored by the Cultural Affairs Department and the Consulate General of the Argentine Republic. 10 a.m.-6 p.m., Corner of Gower and Waring in Hollywood, near the entrance to Paramount Studios. For recorded information: ☎(213) 473-4269. Free.

➳ "Sunday Open Sunday," the free family-art workshop series, presents in conjunction with the El Salvadoran Festival "City of Soul" with recording artists Bruce Burger (Rebbie Soul) and Cassio Duarte. Theme of series: "Recycled and Environmental Art with Love." 2-4 p.m., Junior Arts Center, Barnsdall Art Park. ☎(213) 485-4474.

October 10

➳ *Conversations with the Artists,* in conjunction with the exhibition *Hello Again! A New Wave of Recycled Art and Design*. 7 p.m., Municipal Art Gallery, Barnsdall Art Park. Admission fee. ☎(213) 485-4581.

October 12

➳ Exhibition of work on the African diaspora by photo-journalist Ron Wilkins, William Grant Still Arts Center, 2520 S. West View St., Los Angeles. ☎(213) 734-1164. (Through November 9.)

October 14

➳ Fall classes (8-week session) start at the Junior Arts Center, Barnsdall Art Park. ☎(213) 485-4474. (Through December 13.)

October 17

➳ *Conversations with the Artists*, in conjunction with the exhibition *The Art of Recycling*. 7 p.m., Junior Arts Center Gallery, Barnsdall Art Park. ☎(213) 485-4581. Free.

➳ *Our Neighborhood Through Our Eyes*, children's photography of family, neighborhood, and community presented by the Japanese American National Museum in collaboration with the Villa Esperanza Community Center. Children's Gallery at the Junior Arts Center, Barnsdall Art Park. Reception and free art workshop: November 9, 2- 4 p.m. This exhibition is a component of *Finding Family Stories*, a 3-year Arts Partnership Project of the Japanese American National Museum. (See November 9 listing.) ☎(213) 485-4474. (Through November 14.)

October 18

➳ *1997 Kids Day L.A.*, a resource festival that features an estimated 200 nonprofit service providers in the fields of health, social service, arts and culture, sports, and recreation serving youth and their families. Exhibitions and presentations/demonstrations as well as performances by trumpeter/band leader Bobby Rodriguez and the traditional instrumental ensemble Masacote, among others. 10 a.m.-4 p.m., Griffith Park, Park Center, near the Merry-Go-Round. ☎(213) 485-9548. Free.

October 19

➳ *Sunday Open Sunday* presents "Rhythms of Bahia" with Sharnel Ayanna Contreras and Lula Almeida. 2-4 p.m., Pueblo del Rio Social Center, 1801 E. 53rd St., Los Angeles. ☎(213) 485-4474.

October 24

➳ *Conversations with the Artists*, in conjunction with the exhibition *Hello, Again! A New Wave of Recycled Art and Design*. 7 p.m., Municipal Art Gallery, Barnsdall Art Park, 4800 Hollywood B1., Los Angeles. Admission fee. ☎(213) 485-4581.

October 26

➳ *Sunday Open Sunday* presents "Love Masks" with sculptor Tai Ling Wong. 2-4 p.m., Barrington Recreation Center, 333 S. Barrington, West Los Angeles. ☎(213) 485 4474.

➳ *Sundays Only in NOHO*, presented by The Martin Dancers, Dance concert and guest singer Charleen in an opera performance. 3-5 p.m., Lankershim Arts Center, 5108 Lankershim Blvd., North Hollywood. ☎(818) 752-2616. Free.

November 7

➳ *Night Readings*, a series of readings by poets and writers, presents "The Writer's Corner," Members of this monthly gathering of writers read their poetry and prose. 7 p.m., Municipal Art Gallery, Barnsdall Art Park. Admission fee. ☎(213) 485-4581.

November 9

➳ *Doodles*, an invitational exhibition of unconscious drawings by people from different walks of life in Los Angeles. Co-curators: Nina Briggs and Mark Greenfield. Watts Towers Arts Center, 1727 E. 107th St., Los Angeles. Information: ☎(213) 847-4646. (Through January 4, 1998.)

➳ *Sunday Open Sunday* presents "Recycle with Love" with artist Elmira Adamian. In conjunction with *Our Neighborhood Through Our Eyes* exhibition at the Children's Gallery. 2-4 p.m., Junior Arts Center, Barnsdall Art Park. ☎(213) 485-4474.

➳ *Our Neighborhood Through Our Eyes*, children's photography of family, neighborhood and community

presented by the Japanese American National Museum in collaboration with the Villa Esperanza Community Center. Children's Gallery at the Junior Arts Center, Barnsdall Art Park. Reception and free "Sunday Open Sunday" family-art workshop: 2-4 p.m. This exhibition is a component of *Finding Family Stories*. (See October 17 listing.) ☎(213) 485-4474. (Exhibition runs through November 14.)

➳ *Sunday Open Sunday* presents "Collages of Love" with artist Michael Massenburg. 2-4 p.m., Watts Towers Arts Center, 1727 E. 107th St., Los Angeles. ☎(213) 485-4474.

November 16

➳ *Sunday Open Sunday* presents "Collages of Love" with artist Michael Massenburg. 2-4 p.m., Mar Vista Community Service Center, 4873 Marionwood Drive, Culver City. ☎(213) 485 4474.

November 21

➳ *Ragan Art Academy Exhibition*, featuring work from students in the Ragan Art Academy, a two-year intensive program in the visual arts presented by Friends of the Junior Arts Center for students ages 12-17. Children's Gallery at the Junior Arts Center, Barnsdall Art Park. ☎(213) 485-4474. (Through December 16.)

November 23

➳ The seventh annual *Los Angeles Mariachi Festival/ Festival del Mariachi de Los Angeles*, celebrating the tradition of mariachi music and the city's mariachi musicians and featuring a continuous lineup of entertainment, 12-5 p.m. The Donut Shop, at the intersection of First, Boyle and Pleasant streets, Boyle Heights (Olympic Donuts is at 1803 E. First St.). ☎(213) 485-2437. Free.

November 30

➳ Sunday Open Sunday presents "Assemblage Masks" with artist/sculptor Arnold Schulenberg. 2-4 p.m., Natural History Museum, 900 Exposition Blvd., Los Angeles. ☎(213) 485-4474.

BITS & PIECES

☞ **Open House:** Wyndholme Village is hosting open-house gatherings every Saturday during October and November (except November 29) from 10:00 a.m. to 3:00 p.m. Tours of the new information center (open weekdays from 9:00 a.m. to 5:00 p.m.) are offered. A large-scale model is on display, and refreshments are served. A Wyndholme Bus shuttle is available to visit the site just outside of Baltimore City. Phase I of Wyndholme Village is scheduled for occupancy by late 1998. (➢)

☞ **Deaf women reactivate:** Deaf women in the Metro Washington area held a meeting on the evening of September 10 at Richard Montgomery High School in Rockville, Maryland. Topics for discussion: reactivating of the local Deaf Women United chapter, creating an active board and bylaws, and future meeting locations. Contact **Valerie Coppock**, ☎(301) 625-9426 (TTY), ❒(202) 722-2383 (FAX). (➢)

☞ **Shalom!** The Northern Virginia Jewish Deaf Club hosted an informal meeting on September 14 at the Northern Virginia Resource Center for the Deaf and Hard of Hearing, 10359 Democracy Lane, Fairfax, Virginia. The meeting was followed by a social; cookies and drinks were served. For information on upcoming events, contact **Jeff Dunefsky**, ☎❒(703) 449-9846 (TTY/FAX); ❖dune4@aol.com (E-mail). (➢)

☞ **Literary journey, continued:** The National Literary Society held a meeting on September 19 in the Metropolitan Washington Deaf Community Center Clubroom, 814 Thayer Avenue, Silver Spring, Maryland. Guest speakers included **Steve Vathally** on Greek culture, Dr. **Betty G. Miller** on "Deaf View Image Art" (DeVIA), and Dr. **Barbara Kannapell** on current events. For information on upcoming events, contact **Jean Zisman**, ☎(202) 338-1854 (TTY). (➢)

☞ **Study hard!** The Center for Community and Professional Services (CCPS) at the Pennsylvania School for the Deaf is again offering sign-language classes this Fall. Classes (12 weeks) began on September 16 and run through December 11, and are held on PSD campus on Wednesday mornings, and Tuesday and Thursday evenings. A special 8-week children's course s offered on Saturday mornings.

CCPS uses the **Signing Naturally** approach (a videotape and workbook), which teaches ASL by applying the same strategies used when learning language as children. Information on language, grammar, and Deaf culture is included.

For information on upcoming classes, contact CCPS at ☎(215) 951-4718.

☞ **Had a garage sale lately?** Just about everyone has a collection of stuff that's no longer really needed or wanted but is too good to toss out: toys, clothes, furnishings, collectibles, tools, equipment, office stuff, kitchen stuff, pet stuff, hobby stuff, appliances, sewing and craft supplies, books, decorative whatnots, minor-league antiques, even potted plants. Some people donate their stuff to nonprofit organizations that operate thrift shops—and that's good. Others like to hold yard or garage sales, either alone or pooling their stuff and space with a neighbor and splitting the profits. That's good, too.

Lots of people enjoy browsing at garage sales. They love the bargains and the occasional "fabulous find." Some people make a practice of studying the classifieds and "hitting" several sales on a weekend. Others just drive around the neighborhoods during "peak season," looking for posted signs directing them to the nearest sale. To some browsers, it's a sport. Or an art. Or just fun. To some collectors, though, it's serious business.

Sellers enjoy getting rid of their old stuff to make room for new stuff (and making some money). But having a private sale may not be practical for everyone. What about a bazaar-type sale? To get a bunch of sellers together in one easy-to-browse area . . . ah, that's garage-sale heaven.

We recently received a press release from Frontier Field, Rochester, New York's glitzy new baseball stadium, which opened earlier this year. Frontier Field teamed with the Rochester **Democrat & Chronicle** to hold the "area's largest garage sale in history," on Saturday, September 20. They called it the "First Annual Frontier Field Grand Slam Garage Sale." $40 reserved a 3-line classified ad in the **D&C**. For $200, commercial vendors got a 10' x 10' space with one 8' table, two folding chairs, and a classified ad in the **D&C**. Extra tables, chairs, and tents were available at extra charge. Reservations were required, and were accepted on a first-come, first-serve basis.

We wondered if some schools for the deaf or public-school programs, or even community organizations or agencies, might like to try a similar idea: hold a community-wide garage sale in the school or town stadium, with tents protecting each "garage-sale booth," and offering refreshments and other attractions (a Deaf Awareness information table, etc.). Some schools and organizations may have already done so.]

But then again, it's an idea.

☞ **On the Gally boards:** Gallaudet University's Theatre Arts Department has announced its 1997-98 season. **Jim Marvin's** adaptation of ***Dr. Jekyll and Mr. Hyde*** will be performed November 14, 15, 21, and 22 at 8:00 p.m., and November 16 and 23 at 2:00 p.m.

The National Theatre of the Deaf partners with Pilobolus Dance Company in Henrik Ibsen's ***Peer Gynt***, directed by **Will Rhys** and **Robby Barnett**, January 31, 1998, at 8:00 p.m.; February 1 at 2:00 p.m.

Rachel Briley will direct the Spring production, ***The Prince and the Pauper*** (written by **Aurand Harris**), April 17, 24, and 25 at 7:30 p.m., and April 18 and 26 at 2:00 p.m. For details: ☎(202) 651-5502 (TTY); ☎(202) 651-5500 (Voice); ❒(202) 651-5272 (FAX); or contact **Jo Rackham** at ❖jtrackham@gallua.gallaudet.edu.

☞ **New Websites!**

★ **From cool, colorful Colorado:** DEAF-LINK COLORADO E-ZINE was launched a few months ago. It's a new WWW homepage containing news and views and a calendar of events. To access DEAF-LINK COLORADO E-ZINE: ✷http:\\members.tripod.com\~deaflink\deaflink.html

E-mail address: to be announced! (Patience, please.)

DEAF-LINK COLORADO E-ZINE is published on the 5th, 15th, and 25th of each month. Past highlights included: "'Captions capricious'—closed captioning anomalies;" an interview with the president of the Magnet School of the Deaf; "Ear-splitting? Earplug becomes finger!"; "Turtle needs ear surgery;" and "With bated fingertips: Sprint Relay shuffles heads."

Contributions are welcomed. Names, phone numbers, and addresses of contributors are desired. Name, etc., may be withheld upon request, but anonymous contributions are not accepted. All contributions must be via E-mail, fax, and snail-mail. Send E-mail contributions, comments, and subscriptions to Web-page and E-mail editor **Raymond L. Kilthau**, ❒(303) 934-4006 (FAX only); ❖deaflink@hotmail.com. Send letters, typed articles, clippings, etc., by post to general editor **David A. Anthony**, 600 Manhattan Drive, D-11, Boulder, CO 80303-4073.

★ **From wild, woolly Wisconsin:**

✷www.universalink-cdhh.com is the new Web address for the Center for the Deaf and Hard of Hearing and UniversaLink, the only private nonprofit agency in Wisconsin whose sole purpose is to enhance the quality of life of the Deaf and hard-of-hearing people.

The new Website is user-friendly, offering UniversaLink's complete catalogue of state-of-the-art living and listening devices, including technology for the home, workplace, and wider community. A 10% discount is available on all Internet orders.

Address: 3505 N. 124 Street, Brookfield, WI 53005; ☎(414) 790-0584 (TTY); ☎(414) 790-1040 (Voice); ❒(414) 790-0580 (FAX).

➢ = Taken or adapted from TFA.
➤ = Taken or adapted from NJ-L.

ROLL OUT THE TRUTH

On May 2, the Memorial to **Franklin Delano Roosevelt** was ceremoniously dedicated in Washington, D.C.

President Clinton announced on April 24 that Memorial will include depiction of FDR in a wheelchair. FDR, elected president of the United States four times during the Great Depression and World War II, led our nation from his wheelchair. Disability activists welcomed the victory.

Here is the official announcement from the White House:

"President Clinton today announced his intention to send legislation to Congress to modify the Franklin D. Roosevelt Memorial, which will be officially dedicated on May 2, 1997. 'I'm pleased to offer this legislation so that generations of Americans will know that this great President was great with his disability,' said the President.

"The President's action would instruct the Secretary of the Interior to formulate plans for the design and construction of an additional statue, bas relief, or similar sculpture of President Roosevelt in his wheelchair at the Memorial. FDR Commission Co-Chairman, Senator **Daniel Inouye** (D-HI), whose leadership has made the FDR Memorial a reality, will introduce the legislation at the request of the White House.

"The President joins sixteen of FDR's grandchildren,

President Bush, President **Carter**, and President **Ford**, and leaders of the disability community in calling for a permanent depiction of FDR's disability at the Memorial."

After the President's announcement, Justice For All's **Justin Dart said**, on national television, "This is a great victory for every family in America now and in the 21st century, because every American family will have members with disabilities. All Americans will see disability in a different way when they know that one of our greatest presidents—FDR—was a wheelchair user.

"I congratulate President Clinton, Senator Inouye, former presidents Bush, Ford, and Carter, and my colleagues in the disability community. They have given us the greatest gift—Truth. There will be a statue of FDR in a wheelchair."

Jim Dickson, Director of the FDR in a Wheelchair Campaign, said, "Today was a very significant move forward. President Bill Clinton and Senator Dan Inouye have come down on our side. We will continue to push ahead until we have a statue of Franklin Delano Roosevelt in his wheelchair."

JFA's **Fred Fay**, a "graduate" of FDR's Georgia Warm Springs Foundation, said, "It's impossible to thank all the people who led to today's victory. **Richard Goldberg** and **Hugh Gallagher** wrote *the* books on FDR and his disability. **Alan Reich** and **Mike Deland**, from the National Organization on Disability, spearheaded the push to portray FDR in a wheelchair. Jim Dickson led the lobbying and media campaign leading to today's victory. And White House staff **Bill White**, President Bill Clinton, and Senator Dan Inouye, made it happen!

"Congratulations to all involved, including JFA grassroots advocates for your calls, letters, faxes and email to the FDR Memorial Commission members and to Presidents Ford, Carter, Bush and Clinton. The greatest thanks must go the late FDR himself, who led our country through most difficult times, and is a role-model for millions."

"Sixteen of the Roosevelt grandchildren said it well in their recent joint statement endorsing the depiction of FDR's disability on the FDR memorial grounds, noting that, 'The goal of the FDR Memorial must be to enable future generations to understand the whole man and the events and experiences that helped to shape his character. We believe that this cannot be accomplished without a commitment to a permanent, meaningful portrayal in the Memorial of FDR's disability and how the process of adjusting to living with a disability made him a better and more able man and President.'"

Fay concluded, "Presidents FDR, Ford, Carter, Bush and Cllinton have all come through for us. Now it's up to us to get the bill through Congress!"

To volunteer for the congressional campaign contact:

Jim Dickson
FDR in a Wheelchair Campaign
910 16th Street NW
Washington, DC 20006

✏ Thanks to **Angel Ramos**.

Editors' note: FDR, then Secretary of the Navy, was crippled by polio in 1921, when he was 39 years old, and never regained the full use of his legs. He used a cane, crutches, and a wheelchair. It was considered unthinkable for someone with a severe handicap to pursue an active political career. Even so, after 3 years of painful physical therapy, FDR reentered politics. He was elected governor of New York in 1929, and entered the Presidential campaign in 1932.

Even though everyone knew that FDR had had polio, they didn't realize how severe his handicap was. Very few realized that he couldn't walk—and that's the way he wanted it. FDR did his utmost to conceal his handicap, since he feared that the American public would not consider him fit to lead the nation if he appeared to be disabled. When he appeared in public, he was discreetly supported by his son. What seems especially surprising now is that the press cooperated in "hiding" FDR's handicap. FDR died in 1945 after being re-elected to an unprecedented fourth term. Only a couple of the thousands of official photos taken during his long presidency show him in a wheelchair.

If this seems strange or dishonest, remember that public attitudes towards physical handicaps and "cripples" were horrible. It could be said that FDR had a positive attitude toward his disability—he didn't let it stop him. He succeeded in convincing the public that he wasn't handicapped. And he certainly succeeded in being a great leader and President. Nowadays, a politician with a similar disability might use it to advantage—by being upfront about it.

As noted in the May 1997 **Smithsonian** cover story on the controversy surrounding Presidential memorials, FDR didn't want any memorial, and would not have wanted any "blatant wheelchair depiction." **Neil Estern's** bronze sculpture of a seated FDR wearing a cape contains a subtle reference to his paralysis: "a pant leg slumping above the knee makes it clear that Roosevelt's thigh was withered."

Public reaction to the memorial has been mixed. Some people feel that it captures the anguish the nation felt during the Great Depression and World War II. Others feel that it's an inaccurate and misleading depiction that fails to capture FDR's jaunty spirit. And depicting FDR in a wheelchair is political revisionism. He wouldn't have wanted to be portrayed that way.■

CLASSIFIED

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Rates: 30 words or less, $20.00. 25¢ per additional word. All classifieds **must** be prepaid; please enclose check or money order with submission. All information must be **typed** or **printed**. Illegible submissions or those without spaces between words will not be accepted. Deadline for submission is 1st of the month for the following month. We reserve the right to edit or reject any submission.

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